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ABSTRACT

This guide proposes a model comprehensive student development program that complements Florida schools of tomorrow as envisioned in "Blueprint 2000." The proposed program shows how school guidance and counseling plays an integral role in facilitating the development of the knowledge, competencies, skills, and personal habits that will enable each student to become a productive citizen. The model emphasizes the following: collaboration among school and business, a prevention orientation, an outcome-oriented student development curriculum, an accountability system, and articulation with business and community. Seven program goals, with performance indicators, define the fundamental objectives of the student development program. A student development curriculum, integrated into the traditional curriculum, is introduced with measurable student outcomes in academic achievement, career development, personal and social development, and community involvement. The proposal demonstrates how each of the goals of the student development curriculum relates to and enhances the attainment of the 10 student performance standards in Goal 3 of "Blueprint 2000." A description of program management is provided, along with potential student and program interventions and a five-step process for program development. Appendixes include representative program objectives and indicators and performance indicators for each of the student outcomes, and a bibliography listing 93 references related to "Blueprint 2000" goals. (KC)

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FOREWORD

Changes in the workplace, economy, and society have focused increasing attention on the importance of assisting young people in making a smooth transition from school to work. The School-to-Work Opportunity Act of 1994 prepares students for future jobs by providing them with timely and accurate career information as well as opportunities to obtain high levels of academic and technical skills. Florida received a school-to-work implementation grant in the fall of 1995. Florida's goal is to develop a system that enables ALL students to move sequentially through various educational pathways to reach their career goal. When the Florida's school-to-work system is fully implemented, students will have the opportunity to meet Goal 2 of Florida's Accountability and Educational Reform plan—"Students graduate and are prepared to enter the workforce and postsecondary education."

School-to-work initiatives, such as Tech Prep, career academies, work-based programs, applied instruction, etc., have great implications for guidance and counseling programs. It is projected that most jobs today and those in the future will require high levels of both academic and technical skills. Workforce projections also suggest that 80 percent of all new jobs by the year 2000 will require technical training beyond high school but will not require a baccalaureate degree. Traditional guidance and counseling programs have focused on special populations and college-bound students. With the workforce projections in mind, today's guidance programs need to redirect their efforts so that ALL students receive the assistance they need in making course selections and setting career goals. In order for the guidance function to help ALL students reach their potential, it must be recognized as an integral part of the total educational system, not an ancillary service. It must be viewed as a program, rather than a service, to reach ALL students. The comprehensive guidance program should have a curriculum emphasis on student outcomes. A career focus helps many students relate what they are learning to their future. If career exploration is thoroughly integrated into the curricula, students are more likely to understand that connection and make thoughtful career decisions. Teachers can play an integral role in providing career information as well as in facilitating academic or technical instruction.

Because of Florida's educational reform and school-to-work initiatives, schools are restructuring their guidance programs to ensure that they are comprehensive, developmental, and accountable. The primary purpose of the student development program is to assist local districts in developing their own plans for comprehensive guidance programs. This model is a framework to support the career development process of students in school-to-work initiatives as well as their personal and social development and academic achievement. Schools may extract those components that best meet their individualized needs. The student development program focuses on the student outcomes that address the education of the whole person in order to produce positive educational outcomes.

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EXECUTIVE SUMMARY

This document proposes a model comprehensive student development program that complements Florida schools of tomorrow as envisioned in *Blueprint 2000.* The proposed program asserts that school guidance and counseling can and should play an integral role in facilitating the development of the knowledge, competencies, skills, and personal habits that will enable each student to become a productive citizen in a diverse and global community. The mission of the proposed comprehensive student development program is to promote the formation of productive and responsible citizens by ensuring the academic, career, and personal and social achievement of all students. This mission represents a paradigmatic shift in the role and function of student support services as they contribute to student learning. The model emphasizes

1. collaboration among all stakeholders, including school personnel and business and community leaders,
2. a proactive prevention orientation for offering individual, group, and environmental interventions,
3. an integrated and outcome-oriented student development curriculum that targets all students,
4. an accountability system that facilitates the ongoing improvement of the learning environment, and
5. articulation with business and community leaders.

Seven program goals, with representative program performance indicators, define the fundamental objectives of the comprehensive student development program. The respective goals allude to

- the role of the counselor in policy development,
- the integration of the student development curriculum into the traditional subject-matter curriculum,
- seamless progression of transitions from school to school and school to work,
- the development of a student information system to monitor student growth across the respective domains of student development, and
- the provision of specialized services and interventions.

This document demonstrates how each of the student development goals relates to and contributes to the respective goals of *Blueprint 2000.* Thus, the proposed program lies at the core of a school's organizational structure and function.

A student development curriculum is introduced with measurable student outcomes that will be incorporated and integrated into the traditional subject-matter curriculum. The four domains of student development include

1. academic achievement,
2. career development,
3. personal and social development, and
4. community involvement.

This proposal demonstrates how each of the goals of the student development curriculum relates to and enhances the attainment of the 10 student performance standards stated in Goal 3 of *Blueprint 2000.*

The proposed program cannot be implemented without a description of program management components. Thus, a description of leadership/administration, finance, training, coordination, and service delivery is provided. Additionally, the plan presents an array of potential student and program interventions to assist student development personnel in facilitating the attainment of student learning objectives. A five-step process for program development is presented with an identification of tasks to be accomplished at each step.

Finally, the appendices include representative program objectives and indicators, as well as performance indicators for each of the student outcome objectives of the student development curriculum. In addition, a bibliography of references related to each of the domains is provided. The appendices can serve as a curriculum resource guide for counselors and teachers who design and implement the student development programs.

SECTION I

A RATIONALE FOR CHANGE

1

The Changing Society and the World of Work

Dramatic changes have taken place in our society over the past 50 years. There has been a decline in the stability and consistency of family life as reflected in high divorce rates, blended families, dual-career families, and the dispersement of extended families over wide geographical areas. The societal pressures and challenges that people encounter today are a great deal more complex and problematic than in earlier times. For example, violent crimes, sexually transmitted diseases, and the easy availability of illegal drugs pose temptations and risks that earlier generations did not face.

So too, the world of work has changed from a rather stable industrial climate where workers were employed for a lifetime with one company, such as IBM or General Motors, to a highly mobile and volatile high-tech, information-based environment where downsizing and expansion seem to occur in 5- to 10-year cycles. Moreover, the technological advances over the past 25 years have created a global economy with stiff and serious competition for American business interests from many other parts of the world. A vivid example of such competition can be found in the production of televisions. In the 1950's, 60's, and 70's, U.S. companies such as RCA, Motorola, Sylvania, and Zenith were the leaders in the design and production of quality equipment. Today, among the American companies, only Zenith remains in the television production business. What happened? The Japanese invested the time, energy, and personnel to produce a high-quality, moderately priced product that was less expensive and superior in quality to those produced by U.S. companies. American industry is not competitive in the production of electronic equipment, and, it is losing the competitive edge that it once enjoyed in many other industries such as automobiles, steel, and textiles. All of these societal changes demand that workers of the future possess greater flexibility, adaptability, and creativity, as well as higher levels of technical skills in order to be successful in society and competitive in business.

In 1991 the U.S. Secretary of Labor conducted a comprehensive study of businesses and the work force in the United States. The Secretary's Commission on Achieving Necessary Skills (SCANS) released a report that same year that had significant implications for the American educational system. Basically, the report asserted that our educational system must do a more effective job of producing students who

1. can put knowledge to work,
2. are creative, and
3. are responsible problem solvers.

The conclusions drawn from this study were as follows:

- The qualities of high performance currently found only in our most competitive companies must become the standard.

- Schools must be retooled into high-performance organizations, preparing students to be successful adults.

- Students must develop a new set of competencies and foundation skills to be successful adults in this new economic environment.

Educational Reform: Preparing Students for the World of Work

Just as the dominance of American industry and business has experienced a decline, so too, have American schools experienced a drop in productivity as measured in lower standardized test scores, increases in school dropout rates, and promotions based more on age than on academic achievement. The declines in achievement, motivation, discipline, and self-control are all interconnected. The manner in which schools have gone about the business of educating students must be improved upon. The methods of the past no longer work as effectively and efficiently as they once did.

Many novel and innovative programs have been proposed and have improved academic performance and student behavior. Despite these glimmers of light, the overhaul of American education has not occurred. We have satisfied ourselves with "first-order" change strategies. That is, we have tried to tinker with an old model of education or fine-tune it to make it more efficient. Decreasing class sizes, providing teacher aids, or giving teacher incentive awards are examples of first-order change. Do these strategies help? Yes, to a degree. But they do not solve the basic problems that are at the root of the ineffectiveness of the system.

Some educators propose a "second-order" change that represents a radical restructuring of the current educational model. With these proposals, a cluster of potential solutions have emerged from the educational, psychological, and sociological literature that promise true educational reforms. Several key components for effective restructuring are as follows:

- **Comprehensive interventions** are necessary to address simultaneously the interconnected problems of poor achievement, substance abuse, family instability, negative peer pressure, and disruptive school behavior.

- **Earlier and more intensive interventions** must take a developmental and preventive approach. Attacking the behavioral and attitudinal bases of underachievement before they are entrenched "habits" is more cost-efficient than waiting until these problems are deep rooted and resistant to change. Intensive interventions take time and people. The best ones "essentially recreate a sense of family." Such intervention involves giving kids love and attention along with order and discipline. The key is finding adults who are willing to become involved and give their time.

- **Building a sense of character** involves an intensive and focused series of interventions that address the cultivation of such traits as self-determination, responsibility, punctuality, resilience, kindness, and cooperativeness. These traits and the behaviors that reflect them do not occur as a result of one third-grade guidance unit on personal development. These are qualities that must be addressed, attended to, practiced, and reinforced week-after-week and year-after-year. Their cultivation needs to occur in school, on the playground, at home, and in the community. All adults must be involved in this process.

- **Setting high standards** communicates to a child that we believe in his or her ability to perform and accomplish. However, along with setting high standards, the school must develop the norm that it is "cool" to perform well academically. Attention to standards for performance and general behavior as well seems to occur more frequently in small schools that have developed a sense of community. It occurs where strong administrators and strong teachers take responsibility for running their schools.

- **Getting the community involved** reflects the wisdom of an old African proverb that states: "It takes a whole village to raise a child." The education of our children is not just the responsibility of the classroom teacher. It must directly involve parents, administrators, counselors, neighbors, community citizens, and business leaders. Involvement of the total community in the process and product of education will build a culture and an ethic that supports academic achievement and the endeavor for excellence.

Significant changes are occurring within American education. The *Education Reform and Accountability Act* (referred to as *Blueprint 2000)* represents the wake-up call for Florida educators to begin the process of reformation. The product of these efforts will be a system of public education that will be radically different in the years to come. The envisioned changes from the past and to the future model of education are best described by using an analogy of an assembly line versus a shopping mall.

Schools of the past, and many of those in the present, operate like assembly lines that are tightly structured, function in a linear fashion, deliver a standardized educational process, and produce students who have a standard, and often mediocre, education. Curricula in these schools are separated by academic discipline or vocational area. Teachers in various disciplines seldom communicate or collaborate, and competition for precious resources is often intense.

Schools of the future, and a rapidly increasing minority in the present, may function somewhat like shopping malls. They will be loosely structured, function in a cyclical fashion, deliver a rich and diverse menu of learning experiences, and produce students who possess flexibility, adaptability, and a broad range of functional work experience and life skills. Curriculum in the shopping mall school will be varied and interactive. It will require cooperation and teaming among teachers in various academic disciplines, as well as collaboration regarding the distribution and use of resources.

A RATIONALE FOR CHANGE

It is our belief that fundamental changes, such as those suggested above, will occur within education. The demands and pressures of external economic and social realities are too strong and too pervasive to be ignored. The changes envisioned here are consistent with the future image suggested through the implementation of *Blueprint 2000.*

> The mission of the Florida Commission on Education Reform and Accountability is to guide and oversee the implementation of a system of school improvement and accountability [*Blueprint 2000*] which will result in educational excellence and the highest level of student learning, and, thereby, provide the opportunity for every Florida student to be successful in a global economy and a changing social structure, and to be a contributing citizen in our democracy. This will be accomplished through the seven state goals of *Blueprint 2000:* (1) a supportive and involved community; (2) students who are prepared to learn; (3) students who are prepared to make lifelong decisions; (4) a learning environment that meets individual needs and learning styles; (5) safe, drug-free schools; (6) a dedicated professional teaching and administrative force; and (7) literate adults who function effectively as responsible and informed community members and parents.
>
> (***Florida's System of School Improvement and Accountability*, 1995**)

Transition: School Guidance to Student Development

For traditional school guidance programs to remain relevant and at the forefront of the educational reform movement, fundamental changes must be made in how school guidance is conceptualized and how its services are delivered. It is our belief that such programs must focus their energies and efforts on producing students who possess the knowledge, skills, competencies, and personal habits that will help them to be productive workers in a global economic environment, as well as contributing citizens in society. In this connection, we propose a conceptual shift from school guidance to student development. The rationale for this shift is that the term **"student development" emphasizes the outcome toward which we are working, rather than the services required to deliver that outcome.** Outcome-driven programs are known conclusively to produce better results than those that focus on the processes involved in the delivery of the outcomes.

School guidance and counseling programs have undergone a gradual, yet discernable, evolution for almost 40 years. The movement was initiated in 1957 with the Soviet Union's launch of the Sputnik satellite and the realization that the United States was far behind in the race for space exploration. Federal (NDEA) funding was appropriated to train guidance counselors who would identify talented and gifted high school students and guide them into mathematics and science courses and subsequently into college as majors in the hard sciences. Thus, the mission of guidance programs was clearly articulated in terms of specific student outcomes. This mission was energetically pursued and accomplished in the late 1960s with the U.S. space program's lunar landing.

Since that time, the mission of guidance and counseling programs has become increasingly vague and obscure. Some programs focus on special populations of students, others on disruptive behavior and discipline problems, while others have an administrative emphasis. Staff of such programs assume various tasks such as scheduling, substitute teaching, hall monitoring, and record keeping. The constant and overwhelming needs posed by a "demand-driven" or crisis-oriented model allow little time for members of a guidance staff to address important developmental issues in students' lives and interfere with the establishment of a clear mission that gives focus and coherence to the program. As a consequence, guidance programs are sometimes viewed as expensive, ancillary services whose activities have little direct relevance to the educational goals of the school.

To maximize their potential contribution to the educational mission of the school, guidance programs must undergo a paradigm shift in philosophy, mission, goals, and activities. The new paradigm of *student development* would draw upon the best aspects from the guidance and counseling tradition and would also implement novel ideas that relate to the mission of educating children for the future.

The following chart highlights some of the changes associated with a paradigm shift from a traditional guidance program to a comprehensive student development program.

Traditional Guidance	**Comprehensive Student Development**
Isolation	Collaboration
Reactive	Proactive
Crisis	Prevention and crisis
Adjustment	Development
Deficiencies	Strengths
Limited scope	Comprehensive scope
Detached from curriculum	Integrated into curriculum
Process oriented	Outcomes oriented
Special student populations	All students
Career information service	Career planning and development
Unplanned activities	Planned daily activities
Guidance staff	All school personnel
Accountability weak	Accountability strong

Some of these student development characteristics have begun to appear in existing guidance programs. The shift in philosophy has occurred more at the elementary school level with the

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advent of developmental guidance as advocated by Gysbers (1988) and Myrick (1992). However, the paradigm shift must be accelerated and must affect prekindergarten through postsecondary education in order for the desired educational outcomes to be achieved.

To promote a shift, the model presented in this manual specifies the following elements:

1. Mission of a student development program
2. Program goals, objectives, and indicators
3. Student development curriculum with goals and outcome objectives
4. Intervention strategies
5. Program personnel
6. Program development and implementation
7. Program evaluation

Mission of a Student Development Program

The mission of a comprehensive, student development program is to promote the formation of productive and responsible citizens by ensuring the academic, career, and personal and social achievement of all students.

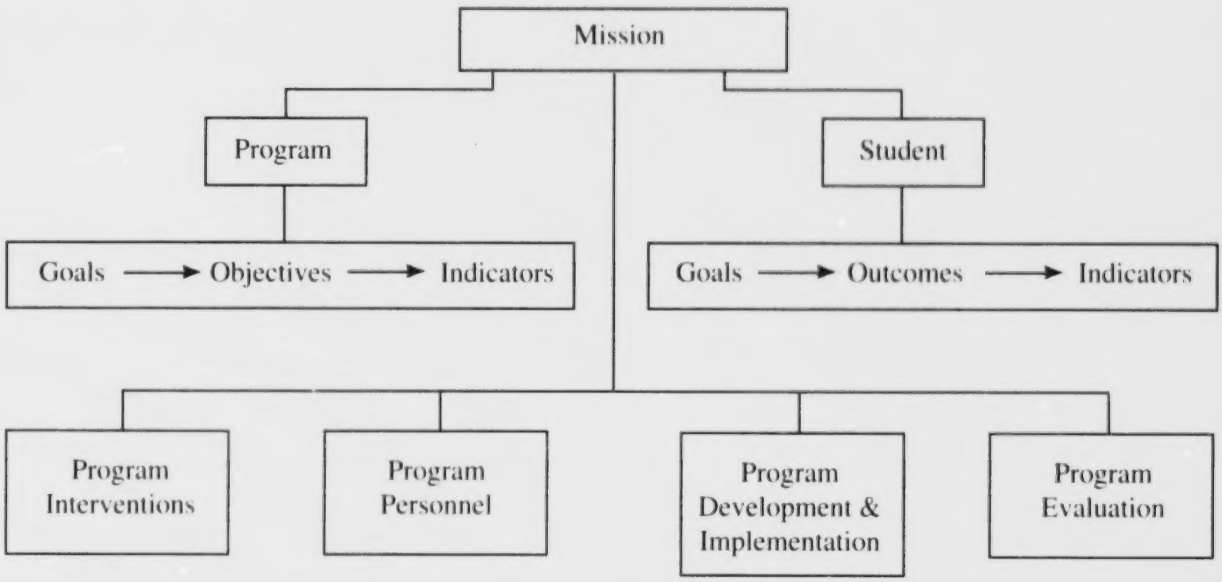
A comprehensive program must address the developmental needs of all students. It is no longer acceptable to focus on select subgroups of students such as college-bound, at-risk, or emotionally disturbed students. In addition, a comprehensive program must attend to the needs of the whole child—the multiple aspects of each student's development. Such a program encompasses academic achievement, career development, and personal and social development as well as community involvement. All these facets of individual development must become integrated into a unified whole. A student should possess the knowledge base, academic competencies, and personal/social skills necessary to (1) achieve successfully at the next level of educational placement, (2) perform competently in a job or career position, and (3) function effectively as a useful and productive citizen in society.

Who has the responsibility for promoting the overall performance, adjustment, and development of children? At present, this responsibility may be assumed haphazardly and unsystematically by some adult in the child's life who is willing to extend himself or herself out of love or duty. All too often, no one steps forward to assume this role, one that is too important to be left to chance. It is, therefore, proposed that the school's student development program serve as the guardian of key developmental milestones in the student's life. The program will promote each child's growth and development and ensure that each child gains the knowledge and competencies needed for success in academics, career, and personal and social life.

A healthy and encouraging learning environment is essential in cultivating the maximum developmental potential of our students. Such an environment is safe, secure, and free of violence and drugs. It is also friendly, respectful, stimulating, reinforcing, and disciplined without being rigid. Finally, it is free of prejudice, rich in opportunities for success and mastery, and attuned to the unique learning needs and styles of students. A student development program provides leadership in promoting a healthy learning environment and provides feedback to the school community regarding the quality of this environment as it pertains to the growth and development of all students.

Accomplishing this mission requires the mobilization of parents, teachers, community, and business leaders, as well as the students. The performance and development of any one child is the business of everyone in the community. A student development program encourages this involvement and lays the foundation for an effort that will help students acquire the necessary knowledge, skills, and personal qualities to become contributing members of society. For this mission to be translated into action, program goals and objectives must be specified. The next section describes seven program goals that drive a student development program. With each goal is a set of representative program objectives followed by the indicators of program performance that demonstrate the accomplishment of each objective.

Student Development Program Model



SECTION II

STUDENT DEVELOPMENT PROGRAM GOALS

SUMMARY OF PROGRAM GOALS

1. **Policies and procedures**
2. **Program and curriculum integration**
3. **Student development curriculum**
4. **Transitions from school to school and school to work**
5. **Student information system**
6. **Healthy learning environment**
7. **Student performance**

Program Goal 1: Policies and Procedures

Policies and procedures related to the organization, design, and management of the learning environment will be produced by the student development program personnel.

Rationale

To influence policy that affects student development and the provision of a nurturing, safe, disciplined, and stimulating learning environment, we must involve all the people who play a direct role in

1. administering and delivering curriculum and instruction,
2. providing learning support services, or
3. consuming the products or outcomes of learning.

We believe that the broader the participation in local policy development and decision making in the schools, the greater the span of ownership in and commitment to maintaining a high-quality learning environment. More specifically, these stakeholders include—but are not limited to—teachers, students, parents, school administrators, counselors, occupational specialists, student support specialists, community service providers, university faculty, and businesspersons.

The three major responsibilities of the stakeholders are to

1. establish policies and procedures on the development and maintenance of a healthy learning environment (They may achieve this through membership on school advisory councils [SACs] and school improvement teams [SITs].);

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STUDENT DEVELOPMENT PROGRAM GOALS

2. serve as resource persons for securing finances and capital to improve the quality of schools (necessary because funding dollars are not likely to increase); and,
3. as individuals with unique areas of expertise and life experiences, provide curricular enrichment experiences that enhance student learning.

Staff of the comprehensive student development program play a key role among the stakeholders. Their job is to keep the whole-child perspective in the design and implementation of an integrated curriculum and delivery system. They must ensure that the system fosters academic achievement, career development, personal and social development, and community involvement and that the learning environment recognizes each child's individual needs and unique learning styles.

Representative Program Objectives and Indicators

1. Participate as a standing member of the school advisory councils (SACs) and as a member of school improvement teams (SITs) and other appropriate stakeholder groups.

   INDICATOR:

   - Attendance at SAC and SIT meetings as reflected in the minutes.

2. Provide reports to the SACs and SITs in which local student data are aggregated, analyzed, and interpreted to enhance site-based decision making.

   INDICATORS:

   - Written reports presented at SAC or SIT meetings (e.g., annual school report, student development program annual evaluation, evaluation of portfolio reviews).
   - Follow-up data requested from FETPIP to determine path after graduation.

3. Encourage and promote stakeholder participation at SAC and SIT meetings and constructive group process at meetings.

   INDICATORS:

   - List of stakeholders with area of expertise that helps school to achieve goals.
   - Attendance at SAC and SIT meetings.
   - List of strategies for involving business leaders, parents, and community members.

4. As a member of SACs and SITs, explore alternative ways to improve the school climate and curriculum delivery to meet the unique individual needs of students or groups of students with common characteristics.

   INDICATOR:

   - Introduction of cases of students who represent broader curricular problems at SAC and SIT meetings as reflected in the minutes.

5. Propose school policy changes in areas of systemic deficiency in providing a healthy learning environment or in fostering appropriate levels of student development.

   INDICATOR:

   - Written policy proposals introduced at SAC and SIT meetings.

6. Evaluate the progress of each student, involving the student and his or her parents or guardian and teachers and any other appropriate person, at least once a year.

   INDICATOR:

   - Records of progress reviews and recommendations for remedial actions taken.

STUDENT DEVELOPMENT PROGRAM GOALS

Program Goal 2: Program and Curriculum Integration

Student development program components, including an organized curriculum and a systematic plan of interventions, will be integrated into the total school learning environment.

Rationale

In many school systems, guidance programs and services often have been viewed as tangential or ancillary to the primary educational mission. While the general aims of guidance, such as enhanced self-esteem and career awareness, were embraced and supported, administrators, teachers, and parents frequently have not recognized the direct link between these variables and measurable student outcomes. Consequently, guidance has typically occupied a position on the periphery of most students' educational experience.

Because many programs have tended to become heavily involved in the delivery of special services to special populations of students, guidance counselors have devoted the bulk of their time and energy to the students who are either college bound or in trouble academically, socially, or personally.

Integrating the student development curriculum and services into the educational mainstream for all students is essential to the success of this program. For example, problem-solving, decision-making, time management, and effective study skills could and should be integrated into regular subject-matter classes such as social studies/history, language arts/English, mathematics, and science. The student development program is not just for troubled kids or the college bound; it is designed for all students in the school, just as the mathematics, science, and language arts curricula are designed for all students.

The student development curriculum anchors the program to the educational mainstream of the school. This curriculum is comprehensive, developmentally based, and extends from prekindergarten to postsecondary levels. It focuses on academic achievement, career development, and personal and social development as well as community involvement. It addresses the knowledge and skill domains that connect directly and indirectly to traditional curricula. For example, students may apply the specific knowledge and competencies from the student development units on problem solving and decision making to problems in mathematics, history, or language arts.

Counselors, teachers, administrators, parents, community volunteers, or peer advisors may deliver the curriculum, depending upon the content and the skills required to teach the unit. Involving all the stakeholders in teaching the student development curriculum integrates these skills and knowledge into the educational mainstream and strengthens the stakeholders' commitment to the mission of the program.

Finally, a developmental sequence of the curriculum that begins with simple life skills and knowledge in the lower grades and builds gradually to complex life skills and knowledge in the upper grades will enhance integration. Skill development requires multiple exposures and repetitions before some degree of competency is achieved. In addition, repeated practice is necessary to sustain competencies once they are acquired. In this way, life skills covered by the guidance curriculum are similar to reading and math skills. They must be a regular and consistent part of the curriculum in order for mastery to be achieved and sustained. Thus, the student development curriculum should advance with the academic curriculum as a comprehensive and integrated learning experience and should provide a seamless progression from grade to grade, school to school, and school to work.

Representative Program Objectives and Indicators

1. Participate as members of the student development curriculum and intervention committee that designs and plans specific curricular units and interventions.

   INDICATOR:

   - Number of guidance units and specific intervention programs developed and implemented during a specific school year.

2. Assist teachers with the integration of the student development curriculum material into the curriculum framework of the school.

   INDICATORS:

   - Number of student development competencies incorporated into the curriculum framework for each subject area.

   - Documented use of student development material by teachers in regular academic classes.

3. Encourage the involvement of parents, administrators, business, and community volunteers in the design and implementation of the student development curriculum and interventions.

   INDICATORS:

   - Identification of stakeholders with the expertise, time, and resources to contribute to student improvement.

STUDENT DEVELOPMENT PROGRAM GOALS

- Documentation of participation in the design and/or implementation of the student development curriculum and interventions by parents, administrators, business, and community volunteers.

4. Insure that the student development curriculum is delivered to all students.

   INDICATORS:

   - Annual report documenting the percent of students completing designated students development objectives.

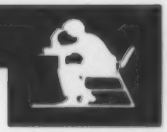
   - Annual report documenting the number of curricular units and guidance interventions experienced by each student.

5. Monitor integration of the student development curriculum and interventions into the overall school goals as specified in *Blueprint 2000.*

   INDICATOR:

   - Document compatibility between goals of the student development curriculum and interventions and overall school goals as specified in *Blueprint 2000* and the school improvement plan.*

*See matrix (p. 33) aligning *Blueprint 2000* goals with student development program goals.



Program Goal 3: Student Development Curriculum

A curriculum addressing academic achievement, career development, and personal and social development as well as community involvement will be produced. This curriculum will include goals and objectives that specify student outcomes.

Rationale

A comprehensive student development program has a specific curriculum that consists of four domains: academic achievement, career development, personal and social development, and community involvement. It is an integral part of a total school plan and is organized by goals, student outcomes, and indicators of success. Related guidance topics and competencies appropriate to student development (prekindergarten to postsecondary) are focal points of the curriculum. Consideration is given to student learning styles, the learning process, and expected outcomes.

The curriculum is designed to help students with their cognitive, affective, physical, and social growth. Special attention is given to individual potential, appraisal, motivation, and achievement. Facilitative learning conditions and the human element of education are important. There is an emphasis on helping students prepare for the world of work, advanced studies, lifelong learning, personal wellness, and community citizenship.

The curriculum focuses on positive behaviors and self-concepts. It encourages responsible decision making and problem solving. It acknowledges societal and community expectations, as well as the rights and self-worth of individuals. The curriculum is intended to help students be sensitive to others, cope with difficult and stressful situations, and be personally assertive, self-confident, and self-reliant.

Curriculum goals are typically organized around topics or thematic components with study units. Each unit has general and specific objectives and appropriate learning activities. The units, each with their particular guidance sessions for students, tend to be sequential, but they can be modified, repeated, or introduced at various times during the school year to accommodate the learning readiness of students.

Student development personnel in school districts provide leadership in designing and implementing the curriculum. Each school has a written plan that identifies student needs, interests, concerns, and issues. It specifies desired student outcomes as related to school- and age-appropriate units, activities, and projects. The staff gives attention to when, where, and how the curriculum will be delivered. There is evidence that related guidance and counseling services and interventions are provided and evaluated.

STUDENT DEVELOPMENT PROGRAM GOALS

Representative Program Objectives and Indicators

1. Design, develop, and implement a student development curriculum consisting of four domains: academic achievement, career development, personal and social development, and community involvement.

   INDICATORS:

   - Evidence that a school guidance committee or faculty representatives have met, reviewed the comprehensive plan for student development, and identified the specific components that will receive attention and priority in the school.
   - A written list of the curriculum goals and objectives on file, which also indicates proposed guidance units and possible interventions.
   - Identification by the staff responsible for implementing the units or interventions at each grade level of the student outcomes and how they will be assessed.

2. Identify topics and themes for each of the curriculum domains, including student outcomes and performance indicators.

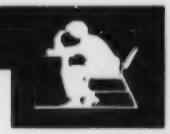
   INDICATOR:

   - A written list of student development topics with appropriate student outcomes and performance indicators.

3. Identify resources and personnel involved in the delivery of the curriculum.

   INDICATORS:

   - Written evidence of when the units or interventions related to a curriculum component were delivered and by whom.
   - A list of community members who are available to provide work-based learning opportunities.



Program Goal 4: Transitions from School to School and School to Work

Successful transition of students from school to school and school to work will be facilitated by personnel and program components of the student development program.

Rationale

A whole-child developmental approach emphasizes a seamless progression of growth and development from early childhood through high school graduation and on to the world of work or postsecondary education. This approach also maintains that grades or levels of education are artificial milestones to mark progress in academic achievement, career development, personal and social development, and community involvement in which each domain is hallmarked by its own unique stages or benchmarks of cognitive, physical, and psychosocial capacity and complexity. Therefore, to successfully facilitate transitions, student development personnel should monitor growth through each stage of development in the respective domains to ensure successful adjustment and continuous, uninterrupted progress through the respective points of articulation.

The student development program ensures that transitions are managed smoothly. In order for this to occur, the "sender" unit must supply complete, valid, and reliable information to the "receiver" unit at the next level. The receiver needs to specify appropriate and necessary information required for curricular decision making, be it education or work. Student development personnel must attend to the development and implementation of articulation policies and procedures between the linking partners in school-to-school or school-to-work transitions.

Additionally, the student development program ensures that students and their parents are prepared to make the educational, career, and health decisions they must face at each point of articulation. Readiness for decision making requires the development of real-life problem-solving skills as well as an understanding of the consequences of such decisions. Decisions made early in life related to selecting appropriate math and science courses, using or not using substances, and choosing peer group members all have life-determining consequences.

Finally, the successful bridging of transition points requires that the student development programs themselves are interconnected from school to school, from school to postsecondary education, or from school to work. Thus, there are two levels of articulation at the transition points, the student level in which decisions and adjustments are made by individuals and the program level in which the student development program plays a major role in providing the enabling conditions for successful student transitions.

STUDENT DEVELOPMENT PROGRAM GOALS

Representative Program Objectives and Indicators

1. Conduct orientation activities for parents and their children upon school entry informing them of school policies, the student honor code, and expectations regarding parental responsibilities in supporting their child's development.

   INDICATOR:

   - Schedules, attendance records, and materials used in orientation meetings.

2. Prepare and transmit a transition portfolio containing valid, reliable, and appropriate information in making grade-to-grade, school-to-work, or school-to-postsecondary transitions in a timely and efficient manner.

   INDICATORS:

   - Review of a sample of portfolios against criteria set by SAC.
   - Time log of request for portfolios and date of response.
   - Results of a satisfaction survey sent to recipients of the portfolios.

3. Conduct exit activities for parents and their children to assist them in making informed decisions related to the next stage for each transition.

   INDICATOR:

   - Schedules, attendance records, and materials of an exit activity.

4. Develop agreements between student development programs for school-to-school transitions, between student development programs and admissions offices at postsecondary institutions, and between student development programs and employers, government agencies, and community businesses.

   INDICATOR:

   - Written evidence of agreements (e.g., memoranda, letters, bulletins).

5. Conduct follow-up studies to evaluate the effectiveness of curricular and program transition efforts, as well as student readiness to negotiate successful transitions.

INDICATORS:

- Reports of follow-up surveys sent to students, parents, and consumers of student portfolios (e.g., student development personnel, postsecondary admissions officers, and employers).

- Presentations of reports to SACs as reflected in the minutes.

6. Conduct a one-year follow-up study to ascertain career and educational placement after graduation. Analyze data from the Florida Education Training Placement Information Program (FETPIP).

STUDENT DEVELOPMENT PROGRAM GOALS

Program Goal 5: Student Information System

An information system for assessing student progress will be designed and implemented.

Rationale

The effectiveness in achieving the goals of the student development program will ultimately depend on the validity and reliability of data collected from a variety of sources to monitor individual development. The assessment of student development can serve a variety of purposes, including the following:

- *Diagnosing individual learning needs and prescribing appropriate curricular learning experiences.* Information contained in the data system can be used to assess readiness to learn, to develop an individualized learning plan, to ascertain whether specialists should be consulted to address special needs, or to evaluate the effectiveness of an individual learning plan in attaining individual learning goals.

- *Recording instances of typical and maximum performance.* Data pertaining to the development of human abilities, interests, and values can be tracked. Rare or unusual behaviors or performances can also be kept in the student information system.

- *Contrasting individual growth trends relative to school, district, state, or national norms.* Student data pertaining to learning abilities, social history, health, and cultural background can be used to make judgments about individual rates of progress. Moreover, in nongraded curricula, normative data related to the attainment of developmental milestones at varying ages become particularly useful in determining reasonable progress in the areas of student development.

- *Aggregating data to assess the extent to which groups of students with certain common identifiable characteristics are making reasonable progress.* Such information can be used to develop school profiles that portray the progress of student cohorts with common characteristics. Judgments can then be made regarding the effectiveness of the learning environment in fostering student growth in the areas of student development.

To meet the above purposes, a student development portfolio will be maintained as a service of the student development program. A portfolio is a standardized body of information collected, stored and retrieved for specific purposes. We envision that the student development portfolio will include information contained in what is now referred to as the "cumulative folder" as well as the Career Planner. Additional information can be included as determined by the delineation of specific purposes.

The actual contents of the portfolio will be determined through the active participation of the stakeholders. Some of the student information may be kept in physical files or storage containers while other data will entail the use of a computer-based MIS for rapid storage and retrieval of information. The design and implementation of the entire student information management system will be an important component of the student development program in schools.

Representative Program Objectives and Indicators

1. Prepare a developmental portfolio for each child upon entry to the schools that contains information related to the child's level of academic, career, personal, and social development.

   INDICATOR:

   - Evaluation of a sample of portfolios drawn from a population of entry students.

2. Participate as a member of the SAC to establish policy regarding the purpose of the portfolio, its design, and the release of information contained in it.

   INDICATOR:

   - Records of attendance at SAC and minutes reflecting policy development related to portfolios.

3. Design and develop an efficient, user-friendly student information management system that allows for the rapid storage and retrieval of information.

   INDICATORS:

   - Presence of an on-line or batch processing system that can store and retrieve individual and group information.

   - A user-friendly manual for all personnel authorized to use the system.

4. Safeguard and disseminate student information in ways that meet ethical standards in protecting the rights and privacy of individuals.

   INDICATORS:

   - Passwords to control access to the database.

   - Aggregated output with no individually identifiable information.

STUDENT DEVELOPMENT PROGRAM GOALS

- Release forms and limited passwords to protect individual information.
- Hard copy information in the portfolio stored in files under lock and key and accessible only to authorized users.

5. Disseminate student information for specific purposes of diagnosing problems or prescribing remediation, monitoring individual progress, establishing and monitoring student growth norms, identifying students with special needs, evaluating curricular interventions, and reporting aggregate data for school accountability.

INDICATORS:

- Annual written report(s) containing aggregated student profile information submitted to parents, SIT, SAC, local school district, and state agencies.
- Records of individual profile information given to teachers, specialists, and parents for diagnostic purposes.

6. Maintain a school profile of aggregated data according to selected student characteristics pertaining to the academic, career, personal, and social development of students.

INDICATORS:

- Student information system that possesses the capability of reporting aggregate data across time by race, sex, and other special designations (e.g., Chapter I).
- Profiles of student performance on college placement tests.
- Chart depicting the percent of students entering colleges/universities, community colleges, trade schools, military, or the work force.

7. Prepare annual reports of local trends in student progress aggregated by selected student characteristics for use in identifying possible gaps (needs) between existing and desired levels of student performance.

INDICATORS:

- Aggregated student information that is tracked for 5 years in a school's annual report.
- Annual reports of aggregated student profiles that are available in the school media center and accessible to stakeholders.

STUDENT DEVELOPMENT PROGRAM GOALS

8. Facilitate the identification and framing of issues related to student performance gaps (needs) by the stakeholders.

INDICATORS:

- Issues related to performance gaps recorded in the minutes of SAC meetings.
- Prioritized student performance gaps for the design of interventions to address them.

STUDENT DEVELOPMENT PROGRAM GOALS

Program Goal 6: Healthy Learning Environment

A healthy learning environment will be created through the policies, program components, and interventions created by the student development program personnel.

Rationale

Blueprint 2000 calls for establishing cooperative alliances between schools and the community to promote a healthy learning environment that is safe, secure, nurturing, disciplined, drug-free, bias-free, and empowering for students. A healthy learning environment is not defined as the absence of dysfunction but as one that enables all students to attain their maximum academic potential, provides for successful transitions to adult roles in society, contributes to the maintenance of physical wellness, and fosters positive self-concepts and healthy interpersonal relationships. The student development program plays a key role in helping students attain these outcomes by attending to the quality of the learning environment.

The personnel in the student development program have a strategic vantage point from which to observe the interaction among the school curriculum, the school climate, and the family and community as they contribute to the growth and development of children academically, careerwise, personally, and socially. They are privy to a variety of data sources including daily contacts with students, teachers, parents, administrators, businesspersons, and representatives of community support services as well as the portfolios that contain records of student progress. Thus, personnel of the student development program are the first to become aware of difficulties learners are experiencing in the learning environment. Moreover, through their standing membership on SACs and SITs, they can draw the attention of stakeholders to problems in the learning environment before they become pervasive, magnified, or distorted.

In terms of organizational development, personnel of the student development program may identify, through formal and informal information networks, areas of organizational functioning that could be improved to enhance learning. Proposals for systemic change with supporting data may be presented to the stakeholders for consideration in the development of school improvement plans.

Representative Program Objectives and Indicators

1. Develop a set of health indicators to monitor student growth and progress in academic achievement and career, personal, and social development to complement the existing indicators of student and school dysfunction.

INDICATORS:

- A set of health indicators (e.g., awards, recognitions, achievements, satisfaction indices of stakeholders, and absence of dysfunction) are identified and selected for observation and measurement.

- A set of dysfunction indicators (e.g., discipline referrals, drug/alcohol possessions) are identified and selected for observation and measurement.

2. Assist in the preparation of surveys to parents and selected community representatives to assess school performance.

   INDICATOR:

   - Items on an annual survey that address services and interventions offered by the student development program.

3. Assist in the development and dissemination of the internal school climate survey for students, teachers, and administrators.

   INDICATORS:

   - Presence of items on an annual school climate survey that address services and interventions offered by the student development program.

   - School climate survey that contains items related to the extent of harmony between racial and ethnic groups.

4. Prepare and submit evaluations of organizational functioning along with recommendations for systemic improvement to the SACs and SITs to enhance site-based decision making and school-improvement planning.

   INDICATOR:

   - Evaluation reports submitted to SACs and SITs with recommendations for improvement of the school learning environment.

5. Facilitate the identification and framing of issues related to school performance by the stakeholders.

STUDENT DEVELOPMENT PROGRAM GOALS

INDICATORS:

- Issues related to school performance and climate recorded in the minutes of SAC meetings.
- Gaps in school performance and climate prioritized for the design of interventions to remove them.

Program Goal 7: Student Performance

Optimal student performance will be promoted by the student development program personnel through the provision of specialized services and interventions for students, parents, and school personnel in developmental, remedial, and crisis situations.

Rationale

While many student development goals can be obtained within the general framework of the instructional program and student development curriculum, students sometimes need specialized services or interventions, such as brief individual or group counseling. Some interventions may need to be delivered by certified school counselors, occupational specialists, or other licensed professionals who have the necessary expertise and skills.

Certified and licensed experts can provide timely assistance to students, parents, and staff and together they make up a student support services team. This team can include school counselors, psychologists, social workers, occupational specialists, and nurses or health educators. Community experts in business, government, law enforcement, and health-related professions might also be involved.

All specialized services and interventions are designed to help students learn and perform more effectively and efficiently. Specialists support teachers and parents in their efforts to help students gain the most from school and prepare them to be productive citizens. Specialized interventions may include individual counseling, small group counseling, large group activities, peer helper projects, tutoring, student appraisal, consultation with teachers and families, coordinating efforts with community agencies, and making appropriate student referrals for more assistance.

As interventions and student outcomes are linked, performance indicators are used for feedback to providers. Student needs can be further identified and used to determine new programs, strategies, and methods to obtain desired outcomes. The successes of the interventions are also used to help evaluate the work of the specialists and experts who make up the student support services team.

Each school organization must determine how best to use its specialists, although professional organizations provide valuable guidelines regarding roles, functions, and ethical guidelines for various professionals such as special education teachers, counselors, occupational specialists, psychologists, social workers, and nurses. All members of the student services team are accountable for their professional interventions related to student outcomes.

STUDENT DEVELOPMENT PROGRAM GOALS

Representative Program Objectives and Indicators

1. Assemble a team of student development specialists who provide timely services and interventions.

   INDICATORS:

   - Written evidence that a school has employed professional educators with expertise in guidance, counseling, assessment, and behavior management and that this group of specialists work together as a student development team, including a school counselor who coordinates the efforts of the team.

   - The outline of a plan of action that reflects differentiated job roles and tasks.

2. Develop strategies for meeting student needs, concerns, and interests that incorporate clearly identified interventions.

   INDICATOR:

   - Written evidence that the student development team has agreed upon an outlined plan of action that reflects different roles and tasks of specialists available to the school, including typical job functions and priorities.

3. Secure supportive resources that are related to special needs of students and student development specialists.

   INDICATOR:

   - A budget for purchasing printed materials, media equipment, and supplies and employing consultants.

4. Design and organize student development projects.

   INDICATOR:

   - Documentation that projects have been developed, implemented, and evaluated.

This student development program is an outgrowth of the overall educational reform process in which the State of Florida is now engaged. Consequently, it is important that the goals of the student development program be consistent with the educational goals as specified in *Blueprint 2000*. The following chart presents a matrix of student development program goals by *Blueprint 2000* goals.

Matrix 1.

Matrix of Student Development Program Goals by Blueprint 2000 Student Performance Standards

Student Development Program Goals

Blueprint 2000 Goals	1. Leadership	2. Program Integration	3. Curriculum	4. Transitions	5. Student Information System	6. Learning Environment	7. Student Performance			
1. Readiness	✓			✓	✓		✓			
2. Graduation Rate			✓	✓	✓		✓			
3. Student Performance		✓	✓		✓		✓			
4. Learning Environment	✓	✓				✓	✓			
5. School Safety	✓		✓			✓	✓			
6. Teachers & Staff										
7. Adult Literacy	✓			✓	✓		✓			

SECTION III

STUDENT DEVELOPMENT PROGRAM CURRICULUM

Introduction

The student development goals and outcomes identified in this section are intended to provide a comprehensive sweep of the main developmental challenges facing children and adolescents. It is important to note, however, that numerous additional goals and outcome objectives have been omitted due to space constraints. Thus, the curricular goals and objectives proposed here are suggested only and are not intended to be comprehensive.

Most schools will probably have neither the time nor the resources to address every outcome objective specified here. The school staff must determine which goals and objectives best attend to the particular needs of the children in their school and reflect the priorities established by the school improvement team, the school advisory committee, and the school staff itself.

Academic Achievement Domain

SUMMARY OF GOALS FOR ACADEMIC ACHIEVEMENT

Goal A1.0:	**Understand and participate in a school environment.**
Goal A2.0:	**Develop effective study skills.**
Goal A3.0:	**Develop effective time-management skills.**
Goal A4.0:	**Develop effective stress-management skills.**
Goal A5.0:	**Understand attitudes and behaviors related to academic achievement.**
Goal A6.0:	**Develop interpersonal and communication skills for successful learning.**
Goal A7.0:	**Assess self and school success skills.**
Goal A8.0:	**Set academic goals and make decisions that help attain those goals.**

Purpose

To promote the development of knowledge, attitudes, and skills related to successful learning. More specifically, the student development curriculum goals enable an individual to achieve and excel academically.

Rationale

Academic achievement often depends on a person's ability to understand and gain the most from his or her learning environment. Attending school, participating in classroom activities, and completing assignments are a few of the actions that a student must take to be a successful learner. Developing a positive attitude about school and forming productive working relation-

ships also contribute to academic achievement. Unless a student finds and applies personal meaning from his or her academic studies, learning is difficult and limited.

A student development program focuses on helping students to be active participants in the learning process. They learn how to study, manage their time, and cope with school-related stress. They form positive attitudes about school, classmates, and teachers. They also learn how to communicate with others and help create a cooperative learning environment. Timely assessments help students evaluate their needs, concerns, and progress.

The forming of useful lifelong learning habits begins in the early school years and is reinforced through experiences in academic studies. These habits and related skills require practice before they can be integrated into a productive learning style that enables acquisition and application of academic knowledge.

Teaching learning skills, habits, and styles has been rather inconsequential and has been dealt with sporadically or only when remediation was needed. In a student development curriculum, school success skills receive special attention. Related student outcomes are considered essential in helping students achieve academically and gain the most from school.

The following goals cover the school years (prekindergarten to postsecondary) with each developmental stage and grade level presenting special challenges and desired outcomes. Readiness for learning is a factor to be considered. Some students learn concepts and skills at a faster pace than others or have different learning styles that affect their successes in school and should influence the focus and delivery of student development services. Skills emphasized in a student development curriculum related to academic achievement must be practiced and applied to be personally valued and integrated.

(Performance indicators related to the attainment of each outcome can be found in Appendix A.)

Student Outcomes

Goal A1.0: Understand and participate in a school environment.

The goal is to help students to become familiar with facilities, policies, general procedures, programs, and available services in the schools they attend. It includes helping students learn more about student support services and experiencing smooth transitions between grades and schools. The following representative outcomes will help students understand and participate in a school environment:

The student will be able to

A1.1: Know school procedures and regulations in order to cooperate and take part in a shared learning environment.
A1.2: Demonstrate a positive transition from one academic level to another and between schools.
A1.3: Demonstrate behavior that reflects positive working relationships with teachers and classmates.
A1.4: Describe school and teacher evaluation and reporting procedures, such as progress reports, grade point average, class credits, the value of homework assignments, and related procedures for obtaining credit.

Goal A2.0: Develop effective study skills.

Effective study skills and habits are a central part of preparing a person for success in school and academics. Study skills involve practical strategies for staying on task, attending school, and completing homework. The following representative outcomes will help students study effectively:

The student will be able to

A2.1: Identify common study skills and habits that contribute to school success.
A2.2: Identify and evaluate his or her study skills used in school and out of school, examining strengths and areas that need improvement.
A2.3: Describe the value of practicing a skill and its relationship to successful performance of a task.
A2.4: List and describe how study skills and habits for school success are related to other aspects of life.
A2.5: Explain the value and describe the importance of working with and without supervision.
A2.6: Demonstrate an awareness and interest in taking responsibility for his or her learning.
A2.7: Discern and accept mistakes as an important part of the learning process.
A2.8: Recognize and describe the personal satisfaction and value of completing a task.

Goal A3.0: Develop effective time-management skills.

Students lead busy lives and have both home and school responsibilities that take time to complete. The mismanagement of time can restrict academic achievement. Time-management skills and techniques enable students to make the most use of their time at home and school. The following representative outcomes help students manage time effectively in order to improve their academic performance:

The student will be able to

A3.1: Identify and cite times of the day and week when his or her academic tasks and assignments might best be completed.

A3.2: Outline in writing a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.

A3.3: List common or routine duties and tasks other than school assignments and mark them on a weekly planning schedule.

A3.4: Acknowledge and describe the value of setting and monitoring goals and establishing time-management priorities.

A3.5: Evaluate time-management skills related to school success.

Goal A4.0: Develop effective stress-management skills.

Stress and anxiety are a normal part of life, but they must be managed well if a person is to cope with the demands related to school achievement. Students need to learn to manage the various pressures and demands that impact learning. The following representative outcomes will help students manage stressful situations effectively in order to achieve academic success:

The student will be able to

A4.1: Identify and list typical events and situations that are stressful in a school and at a life stage.

A4.2: Accept stress and anxiety as a natural aspect of life and cite reasons for developing stress-management skills.

A4.3: Cite basic skills related to and methods of coping with test-anxiety and other school-related stresses.

A4.4: Identify barriers to his or her success at school.

A4.5: Identify strategies to counter barriers to school success.

Goal A5.0: Understand attitudes and behaviors related to academic achievement.

This goal emphasizes an understanding of values, attitudes, and behaviors of self and others that either promote or detract from school success. It gives attention to how perceptions, actions, and habits are related to academic achievement. The following representative outcomes help students obtain a greater understanding of human factors related to school achievement:

The student will be able to

A5.1: Understand the power of peer relationships and peer support and identify desirable and undesirable peer pressures in terms of school success.
A5.2: Differentiate between intrinsic and extrinsic pressures and rewards.
A5.3: Recognize and describe how positive thinking and practice of skills are related to success.
A5.4: Identify and demonstrate motivational techniques related to school success.

Goal A6.0: Develop interpersonal and communication skills for successful learning.

This goal relates to developing positive interpersonal relationships and understanding how communication skills affect the way people interact and perceive one another in school. Interpersonal and communication skills are studied in terms of working relationships with teachers, classmates, and others. It addresses the ability of students to function effectively as work-team members who may be organized to accomplish a specific academic task or outcome. The following representative outcomes will help students communicate and form interpersonal relationships to become successful learners:

The student will be able to

A6.1: Identify and demonstrate interpersonal skills related to building positive working relationships with others.
A6.2: Describe the role of an effective group participant and take an active part in cooperative learning activities and projects.
A6.3: Compliment and confront others regarding their actions related to academic achievement.
A6.4: Demonstrate attentive listening in an academic activity.

Goal A7.0: Assess self and school success skills.

Academic achievement depends on the ability to identify and evaluate one's own skills related to school success. This includes classroom learning behaviors, teacher-student relationships, and study habits, as well as performance in academic tasks and activities. The following representative outcomes are related to helping students achieve academically in school:

The student will be able to

A7.1: List and describe classroom learning behaviors related to achievement.
A7.2: Assess and evaluate his or her strengths regarding classroom learning behaviors.
A7.3: Identify his or her classroom and learning behaviors that need improvement.

A7.4: Assess and evaluate his or her teacher-student working relationships.

A7.5: Assess and evaluate his or her peer relationships in terms of their affect on academic achievement.

A7.6: Assess his or her personal attitudes about school.

A7.7: Identify and cite his or her special interests, abilities, and skills in academic achievement and opportunities to excel in academic areas.

Goal A8.0: Set academic goals and make decisions that help attain those goals.

Success in academic endeavors is significantly enhanced by short- and long-term goal setting and strategic planning to accomplish those goals. So often, students approach the educational process in an aimless and passive fashion as if their time in school is totally irrelevant and disconnected from their personal goals and ambitions. We need to combat such passivity and noninvolvement by directly challenging students to establish educational goals and participate in a decision-making process to attain those goals. The following representative outcomes will help students become more effective in establishing and attaining academic goals.

The student will be able to:

A8.1: Identify both short-term and long-term academic goals.

A8.2: Select courses and other academic experiences that are consistent with his or her goals.

A8.3: Organize and record a four-year sequence of courses and other academic experiences that will lead to goal attainment.

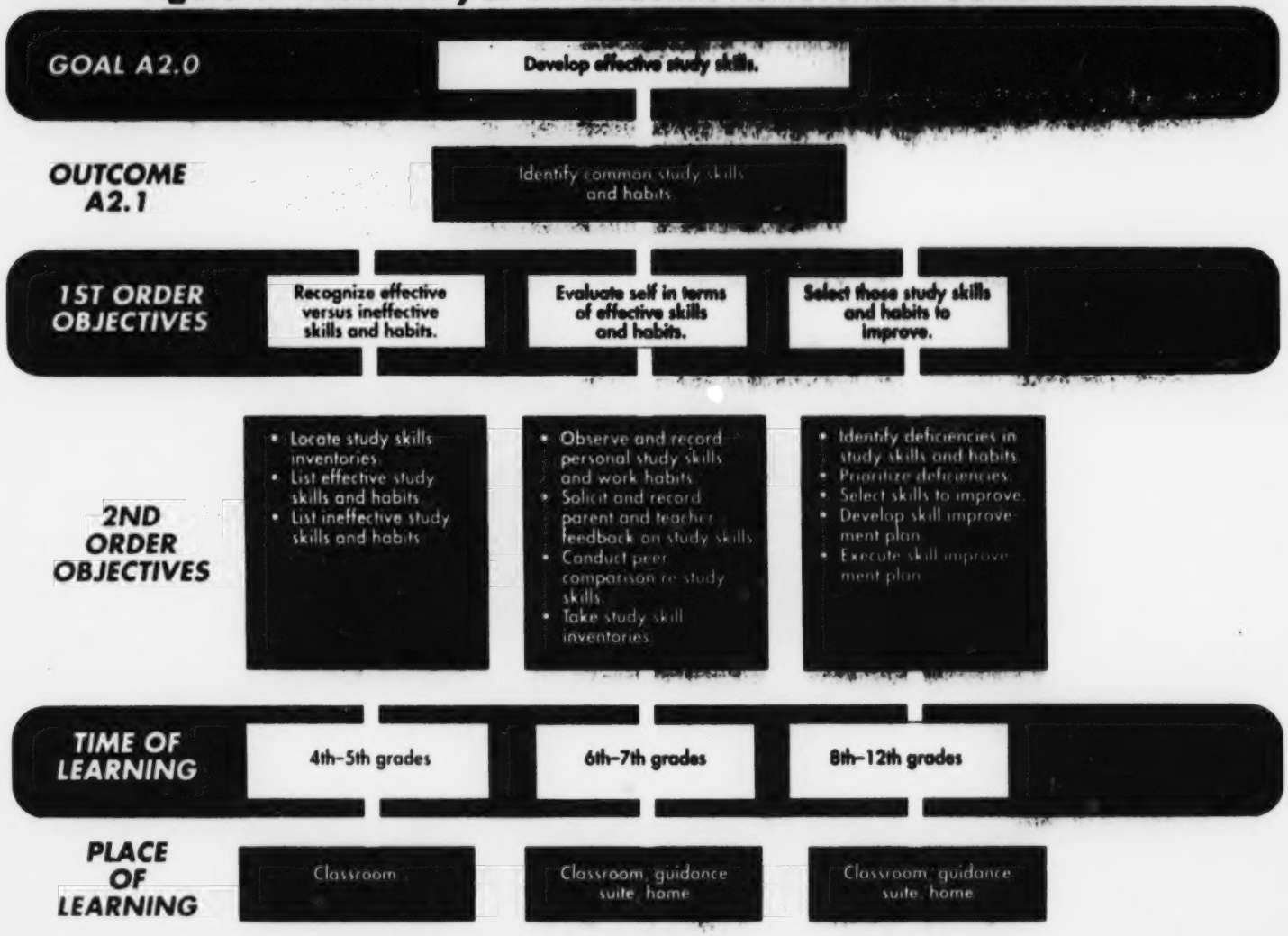
A8.4: Monitor progress toward goals and adjust plan with course selection or other learning activities.

Task Analysis: Translating Student Development Goals into Learning Activities

A sample Task Analysis of Academic Achievement Outcome A2.1 is provided in Figure 1. This sample demonstrates the process steps involved in translating a student outcome objective into a learning experience for students. For example, the outcome objective "Identify common study skills and habits" is broken down into three separate components (first-order objectives). Next, tasks (second-order objectives) or activities for students to perform are specified. These tasks will facilitate the accomplishment of the desired outcome.

Developing an outcome objective in this manner requires some knowledge of the domain under consideration (e.g., study skills and habits) as well as the age and performance level of the students involved in the learning experience. In Figure 1, we have attempted to sketch out first- and second-order objectives that would span elementary, middle, high school, and postsecondary students.

Figure 1. Task Analysis of Academic Achievement Outcome A2.1


GOAL A2.0
Develop effective study skills.
OUTCOME A2.1
Identify common study skills and habits
1ST ORDER OBJECTIVES
Recognize effective versus ineffective skills and habits.
Evaluate self in terms of effective skills and habits.
Select those study skills and habits to improve.
2ND ORDER OBJECTIVES
• Locate study skills inventories.
• List effective study skills and habits.
• List ineffective study skills and habits
• Observe and record personal study skills and work habits
• Solicit and record parent and teacher feedback on study skills
• Conduct peer comparison re study skills.
• Take study skill inventories.
• Identify deficiencies in study skills and habits.
• Prioritize deficiencies.
• Select skills to improve.
• Develop skill improvement plan
• Execute skill improvement plan
TIME OF LEARNING
4th–5th grades
6th–7th grades
8th–12th grades
PLACE OF LEARNING
Classroom
Classroom, guidance suite, home
Classroom, guidance suite, home

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STUDENT DEVELOPMENT PROGRAM CURRICULUM

Goal 3 of *Blueprint 2000* has specified 10 student performance standards for all Florida public school students. The following chart presents a matrix of the 8 student development goals for academic achievement by the 10 *Blueprint 2000* student performance standards.

Matrix 2.

Matrix of Student Development Goals for Academic Achievement by Blueprint 2000 Student Performance Standards

Student Development Goals for Academic Achievement

Blueprint 2000 Student Performance Standards	1. Participation	2. Study Skills	3. Time Management Skills	4. Stress Management Skills	5. Positive Attitudes & Behaviors	6. Interpersonal Skills	7. School Success Skills	8. Academic Planning		
1. Using Information			✓					✓		
2. Effective Communication						✓				
3. Analyzing Numeric Data			✓				✓	✓		
4. Problem Solving		✓	✓	✓			✓	✓		
5. Responsibility & Self-Management	✓	✓		✓			✓	✓		
6. Resource Management			✓				✓	✓		
7. Analyzing Systems										
8. Teamwork	✓				✓	✓				
9. Expressing Feelings & Ideas	✓				✓	✓				
10. Appreciating Cultural Diversity	✓					✓				

Career Development Domain

SUMMARY OF GOALS FOR CAREER DEVELOPMENT

Acquire self-knowledge.

Goal C1.0: **Develop a positive, stable, integrated self-concept as related to career problem solving and decision making.**
Goal C2.0: **Understand interrelationships among life roles and the world of work.**

Acquire educational and occupational knowledge.

Goal C3.0: **Attain awareness of personal development and lifelong learning as related to productive, meaningful work.**
Goal C4.0: **Understand the relationship between school achievement and educational and career opportunity.**
Goal C5.0: **Understand how the needs of society and the structure of the economy are related to the nature of work.**
Goal C6.0: **Understand and use career information to solve career problems and make career decisions.**

Develop career problem-solving and decision-making skills.

Goal C7.0: **Acquire career problem-solving, decision-making, and planning skills.**
Goal C8.0: **Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process.**

Develop employability skills.

Goal C9.0: **Develop skills to enable one to seek, obtain, maintain, and change jobs.**
Goal C10.0: **Develop effective human-relations skills to enable positive and productive work relationships.**

Purpose

To foster the development of independent career problem-solving and decision-making skills needed to make satisfying and productive career choices throughout life.

Rationale

The world economy is in transition between the industrial society of the past 300 years and the information society of the twenty-first century. The information age will bring about drastic changes in the relationship between people and work. No longer will people trade loyalty to a corporation for job security, since corporations themselves will undergo transformation from large, stable, hierarchical entities to small, temporary, flatly structured units. Instead of the production and consumption of products serving as the guiding ethos of the industrial age, there will be an exchange of expertise, information, and technological applications to solve economic and social problems in the information age. What this means is that children in today's schools must be prepared to cope with the demands of this future challenge. Careers will likely be hallmarked by cycles of 3 to 5 years in duration instead of ladders. The norm of 3 to 5 job changes in the lifetime of the industrial age worker may give way to as many as 10 to 15 for the information age worker. Consequently, there will be a need for constant learning and retraining. The school-to-work transition will not be a once in a lifetime event at the end of high school or postsecondary education but will be one repeated in each cycle of one's career path. Thus, well-developed career problem-solving and decision-making skills and a commitment to lifelong learning can offer people integration and stability across the cycles of their career paths.

The following student outcomes are expressed in terms of knowledge, skills, and attitudes. For purposes of brevity and readability of the document, enabling objectives that lead their development are omitted. The enabling skills and the time of acquisition will be developed at the local site by student development program personnel and teachers.

(Performance indicators related to the attainment of each outcome can be found in Appendix A.)

Student Outcomes

Goal C1.0: Develop a positive, stable, integrated self-concept as related to career problem solving and decision making.

Self-concept development is one of the cornerstones undergirding the cultivation of self-knowledge. A strong, stable, positive self-concept not only allows a student to develop creative and viable career alternatives but also enhances the likelihood of the student's ultimate success, regardless of which career option he or she chooses. The following outcomes will reflect a strong stable self-concept as related to career problem solving and decision making:

The student will be able to

C1.1: Describe his or her positive characteristics as seen by others and himself or herself.
C1.2: Demonstrate behaviors that reflect a positive attitude about himself or herself in

work-related activities.

C1.3: Describe individual strengths and weaknesses in school subjects, leisure, and work-related activities.

C1.4: Identify his or her personal interests, abilities, values, and beliefs related to career choice.

C1.5: Explain the relationship between work-related behavior and self-concept.

C1.6: Explain how individual characteristics relate to achieving personal, social, educational, and career goals.

C1.7: Describe personal strengths and weaknesses in relationship to future educational or training requirements.

Goal C2.0: Understand interrelationships among life roles and the world of work.

A happy, meaningful, and productive life depends on the ability to perform life roles in an integrated and balanced manner. The ongoing process of interweaving work, interpersonal relationships, leisure activities, and spiritual pursuits constitutes a tapestry of one's life journey. The following competencies will enable students to lead a satisfying meaningful journey throughout the life span:

The student will be able to

C2.1: Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

C2.2: Describe the advantages and disadvantages of various life role options.

C2.3: Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).

C2.4: Describe the contribution of work to a balanced and productive life.

C2.5: Describe ways in which work, family, leisure, and spiritual life are interrelated and integrated into his or her life journey.

C2.6: Describe ways that leisure contributes to development of occupational skills and job performance.

Goal C3.0: Attain awareness of personal development and lifelong learning as related to productive, meaningful work.

Survival in the information society of the future will require continual dedication to personal growth and development and to the upgrading of marketable skills. The following student outcomes will enable students to improve their capacity for securing steady, meaningful employment:

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The student will be able to

C3.1: Describe how current learning relates to work.
C3.2: Describe the relationship of personal attitudes, beliefs, abilities, and skills to successful work performance.
C3.3: Explain the importance of personal maintenance skills and positive attitudes to job success.
C3.4: Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
C3.5: Demonstrate positive work attitudes and behaviors.
C3.6: Demonstrate learning habits and skills that can be used in the ongoing development of job skills.
C3.7: Demonstrate behaviors that maintain physical and mental health in the workplace.
C3.8: Describe career paths that reflect the importance of lifelong learning.

Goal C4.0: Understand the relationship between school achievement and educational and career opportunity.

The acquisition of knowledge and skills can be considered a capital investment. It empowers individuals to control their lives and, to some extent, their environment. Thus, students must be able to recognize that investing in school learning is the same as investing in themselves and in the future. The following competencies will enable students to bridge school learning with future educational and career opportunity:

The student will be able to

C4.1: Describe how the amount of education needed for different occupational levels varies.
C4.2: Identify how the skills taught in school subjects are used in various occupations.
C4.3: Demonstrate how to apply academic and vocational skills to achieve personal and career goals.
C4.4: Identify how employment trends relate to education and training.
C4.5: Describe how educational attainment relates to the selection of college majors, further training, and/or entry into the labor market.
C4.6: Identify transferable skills that can apply to a variety of occupations and changing occupational requirements.
C4.7: Demonstrate how occupational skills can be developed through volunteer experiences, part-time employment, cooperative education programs, or extracurricular activities.

Goal C5.0: Understand how the needs of society and the structure of the economy are related to the nature of work.

Work is required to maintain and advance society and its culture. The work of society is divided into units called occupations and jobs. As societies progress, the units of work change in terms of which duties and tasks comprise the occupation and the knowledge and skills required of workers to perform them. An awareness of this relationship will help students prepare and adapt to the inevitable changes in the marketplace. The following competencies will enable students to achieve this awareness:

The student will be able to

C5.1: Describe the effects that societal, economic, and technological changes have on occupations.
C5.2: Describe the effects of change in supply and demand for workers.
C5.3: Explain the social significance of various occupations. (All occupations have social significance.)
C5.4: Describe how society's needs and functions affect the supply of goods and services.
C5.5: Define global economy and explain how it affects each individual.
C5.6: Describe how occupational and industrial trends relate to training and employment.
C5.7: Describe the advantages and problems for choosing nontraditional employment for women and men.
C5.8: Identify factors that have influenced the changing career patterns of women and men.

Goal C6.0: Understand and use career information to solve career problems and make career decisions.

Being able to acquire and use career information are vital ingredients in the development of occupational knowledge, one of the essential components in the career problem-solving and decision-making process. The following competencies will enable students to locate, understand, evaluate, and use information about careers and occupations:

The student will be able to

C6.1: Contrast occupational groups in terms of duties, tasks, working conditions, educational and skill requirements, and desired personality traits.
C6.2: Demonstrate skills in using school, parents, friends and relatives, and community resources to learn about occupational groups.
C6.3: Demonstrate use of a range of career resources (e.g., handbooks, print materials, labor market information, computer-assisted career guidance systems).

C6.4: Correctly identify various occupational classification systems (e.g., *Dictionary of Occupational Titles, Guide to Occupational Exploration*, Holland), and explain how they can be used to explore careers.

C6.5: Identify individuals as information resources, role models, or mentors.

Goal C7.0: Acquire career problem-solving, decision-making, and planning skills.

Career problem solving involves acknowledging and defining a career problem, analyzing its causes, and developing a mental model, formulating alternative courses of action, and arriving at a first choice that is representative of an optimal solution. A career decision is made when an individual makes a commitment to implement the choice. Career planning involves developing a means-end strategy to implement the choice. The following competencies will enable students to become effective career problem solvers, decision makers, and planners:

The student will be able to

C7.1: Describe the steps through which career choices are made.

C7.2: Describe the steps in choosing school courses that meet tentative career goals.

C7.3: Identify ways in which decisions about education and work relate to other major life decisions.

C7.4: Develop and maintain an individual career plan with career goals, course options, and complementary work experiences.

C7.5: Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

C7.6: Identify steps to apply for and secure financial assistance for postsecondary education or training.

Goal C8.0: Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process.

The development of higher-order thinking skills that are required to carry out effective career problem solving, decision making, and planning is worthy of its own goal. These capabilities include self-awareness, the ability to perceive oneself as the doer of a task, self-regulation, and the ability to control and monitor lower-order cognitive processes. The following competencies will enable students to employ career problem-solving and decision-making skills throughout life:

The student will be able to

C8.1: Recognize the existence of career indecision and the need to engage in career problem solving and decision making.

C8.2: Describe various strategies for solving career problems and making career decisions.
C8.3: Describe the stages of the career problem-solving and decision-making process.
C8.4: Identify the types and quantity of information required to solve a career problem.
C8.5: Make tentative educational and occupational choices.
C8.6: Describe the effect of his or her emotional and physical health on making career decisions.
C8.7: Describe the effect of work-related and career decisions on self and others.

Goal C9.0: Develop skills to enable one to seek, obtain, maintain, and change jobs.

Skills acquired under this goal are commonly referred to as employability skills. Regardless of one's grade point average, SAT scores, or problem-solving skills, a satisfying choice of occupation can not be realized without the ability to secure a job in a community and to maintain steady employment. The following competencies include essential employability skills:

The student will be able to

C9.1: Locate, interpret, and use information about job openings.
C9.2: Demonstrate skills, knowledge, attitudes, and behaviors necessary for a successful job interview.
C9.3: Prepare a resume and complete job applications.
C9.4: Identify sources of employment opportunities in the community.
C9.5: Assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
C9.6: Describe placement services available to help make school-to-school, school-to-work, and work-to-work transitions.
C9.7: Identify circumstances where job changes may require retraining and upgrading of employee's skills as well as relocation.

Goal C10.0: Develop effective human-relations skills to enable positive and productive work relationships.

One of the most important factors in job satisfaction is the quality of relationships individuals are able to develop and maintain in the workplace. Relationships in the workplace also contribute significantly to the maintenance of high production standards. Thus, effective human-relations skills in the workplace not only benefit the individual, but the work group as well. The following competencies will enable students to develop and maintain effective workplace relationships:

The student will be able to

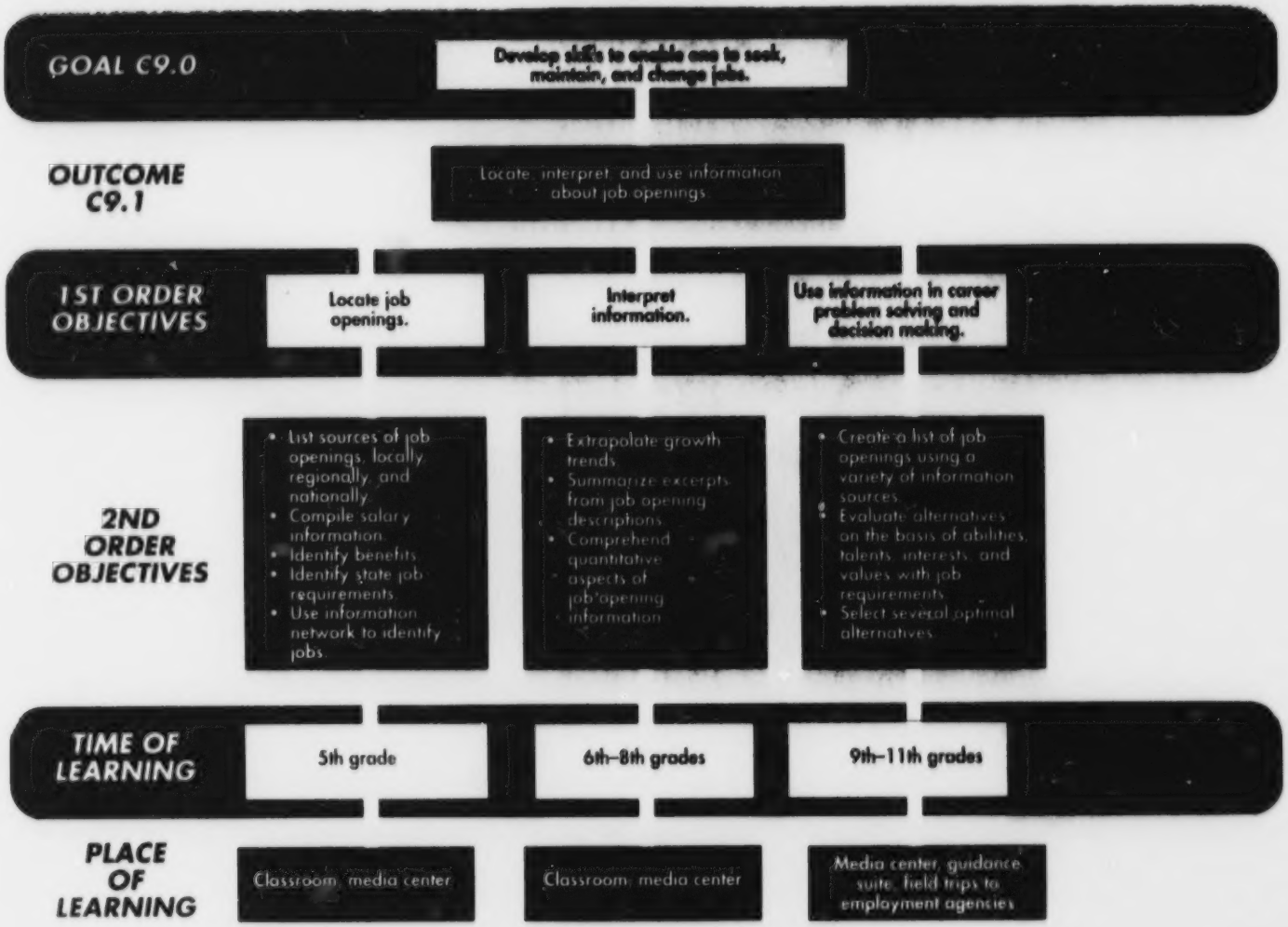
C10.1: Demonstrate ways of responding to others when under stress in the workplace.
C10.2: Demonstrate the ability to use peer and supervisor feedback to improve performance in the workplace.
C10.3: Describe ways to meet personal needs through positive work relationships.
C10.4: Demonstrate interpersonal skills required for maintaining productive work groups.
C10.5: Describe appropriate employer and employee interactions in various situations.

Task Analysis: Translating Student Development Goals into Learning Activities

A sample Task Analysis of Career Development Outcome C9.1 is provided in Figure 2. This sample demonstrates the process steps involved in translating a student outcome objective into a learning experience for students. For example, the outcome objective "Locate, interpret, and use information about job openings" is broken down into three separate components (first-order objectives). Next, tasks (second-order objectives) or activities for students to perform are specified. These tasks will facilitate the accomplishment of the desired outcome.

Developing an outcome objective in this manner requires some knowledge of the domain under consideration (e.g., job search and maintenance skills) as well as the age and performance level of the students involved in the learning experience. In Figure 2, we have attempted to sketch out first- and second-order objectives that would span elementary, middle, and high school students.

Figure 2. Task Analysis of Career Development Outcome C9.1


GOAL C9.0
Develop skills to enable one to seek, maintain, and change jobs.
OUTCOME C9.1
Locate, interpret, and use information about job openings.
1ST ORDER OBJECTIVES
Locate job openings.
Interpret information.
Use information in career problem solving and decision making.
2ND ORDER OBJECTIVES
• List sources of job openings, locally, regionally, and nationally.
• Compile salary information.
• Identify benefits.
• Identify state job requirements.
• Use information network to identify jobs.
• Extrapolate growth trends.
• Summarize excerpts from job opening descriptions.
• Comprehend quantitative aspects of job opening information.
• Create a list of job openings using a variety of information sources.
• Evaluate alternatives on the basis of abilities, talents, interests, and values with job requirements.
• Select several optimal alternatives.
TIME OF LEARNING
5th grade
6th–8th grades
9th–11th grades
PLACE OF LEARNING
Classroom, media center
Classroom, media center
Media center, guidance suite, field trips to employment agencies

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Goal 3 of *Blueprint 2000* has specified 10 student performance standards for all Florida public school students. The following chart presents a matrix of the 10 student development goals for career development by the 10 *Blueprint 2000* student performance standards.

Matrix 3.

Matrix of Student Development Goals for Career Development by Blueprint 2000 Student Performance Standards

Blueprint 2000 Student Performance Standards	1. Self-Concept	2. Life Roles	3. Lifelong Learning	4. School Achievement	5. Social Needs	6. Career Information	7. Problem Solving	8. Self-Management	9. Employment Skills	10. Human-Relations Skills
1. Using Information				✓	✓	✓	✓		✓	
2. Effective Communication									✓	✓
3. Analyzing Numeric Data					✓	✓	✓		✓	
4. Problem Solving						✓	✓	✓		
5. Responsibility & Self-Management	✓	✓		✓				✓		✓
6. Resource Management			✓					✓		
7. Analyzing Systems		✓			✓					
8. Teamwork		✓								✓
9. Expressing Feelings & Ideas								✓		✓
10. Appreciating Cultural Diversity					✓					✓

Personal and Social Development Domain

SUMMARY OF GOALS FOR PERSONAL AND SOCIAL DEVELOPMENT

PS1.0: **Develop personal responsibility for his or her own behavior.**
PS2.0: **Develop a positive estimation of his or her personal qualities and traits.**
PS3.0: **Master effective communication skills.**
PS4.0: **Master social and interpersonal skills.**
PS5.0: **Develop constructive strategies and skills for managing personal and social conflict.**
PS6.0: **Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.**
PS7.0: **Acquire effective problem-solving and decision-making skills for resolving personal and social dilemmas.**
PS8.0: **Develop healthy lives and communities.**

Purpose

To foster the development of a positive identity, self-reliance, resilience, and self-efficacy as well as effective social interaction skills. These are the qualities that lie at the core of personal effectiveness and the ability to function as an productive student, an effective worker, and a contributing citizen in society.

Rationale

Ample data currently exist to document the fact that, in our society, worker productivity is severely impaired by the personal and social problems of a significant portion of the work force. For example, depression accounts for more workdays lost than all other health problems combined. In addition, most individuals who lose their jobs do so not because of technical incompetence but because of their inability to get along with coworkers, supervisors, and other authority figures. Finally, many family and marital problems are rooted in peoples' inability to manage personal boundaries, emotions, alcohol and drugs, or finances.

Thus, the development of effective self-management and social interaction skills is closely related to one's overall ability to perform successfully in any and all aspects of life. For example, self-esteem, communication skills, decision making and problem solving, impulse control, stress management, delaying gratification, and frustration tolerance are but a few of the areas of personal and social development that play an important role in individual success.

Learning the effective management of one's own behavior and emotions is the hallmark of a competent and mature adult. Assuming personal responsibility for self is a developmental

marker of maturity and an indicator of readiness to manage increasingly difficult and complex intellectual, social, and work challenges.

The personal and social development domain of the student development curriculum attempts to address these qualities and competencies.

(Performance indicators related to the attainment of each outcome can be found in Appendix A.)

Student Outcomes

Goal PS1.0: Develop personal responsibility for his or her own behavior.

Life in school, work, and society in general is governed by rules, boundaries, and social contracts. Understanding and accepting these social realities is the first step in the development of personal responsibility. The second step in this process is the effective balancing of his or her own personal needs in relation to the needs of the school, the group, or society. The following representative student outcomes reflect the assumption and demonstration of personal responsibility:

The student will be able to

PS1.1: Identify and understand school and classroom rules.
PS1.2: Understand the rewards and consequences associated with following or violating school or classroom rules.
PS1.3: Discriminate between acceptable and unacceptable behavior.
PS1.4: Identify and understand his or her own attitudes and feelings about school and classroom rules.
PS1.5: Understand and explain the reciprocal connection between his or her behavior and that of peers and authority figures.
PS1.6: Understand social circumstances that contribute to behavior that violates acceptable social norms.
PS1.7: Understand and describe aspects of his or her personal style that affect adherence to or violation of acceptable social norms.

Goal PS2.0: Develop a positive appraisal of his or her personal qualities and traits.

When people believe themselves to be valuable, worthwhile, acceptable, and competent, they tend to behave in ways that reflect those personal beliefs. On the other hand, when they believe that they are worthless, unlovable, and incompetent, they tend to act out those beliefs as well. This goal focuses upon those core dimensions of self that ultimately contribute to

successful outcomes in the personal and social, as well as academic and career, spheres of life. The following student outcomes are representative of this goal:

The student will be able to

PS2.1: Identify the various dimensions of self-concept.
PS2.2: Identify physical, personal, and social qualities of self.
PS2.3: Describe characteristics of self that make one special and unique.
PS2.4: Explain how personal traits such as self-reliance, responsibility, resilience, punctuality, and citizenship are related to success in life.
PS2.5: Accept and value one's own differences from others as positive.
PS2.6: Express positive feelings about oneself.
PS2.7: Identify discrepancies between real self (how I am) and ideal self (how I would like to be).
PS2.8: Describe the relationship between positive behaviors such as performance in physical, personal, and social tasks and positive self-esteem.
PS2.9: Identify strengths and weaknesses in the physical, personal, and social areas of life.
PS2.10: Identify and implement a strategy designed to correct personal weaknesses and enhance strengths in the physical, personal, and social areas of life.

Goal PS3.0: Master effective communication skills.

This goal emphasizes the skills necessary to communicate effectively and negotiate social transactions in life. Communication skills are the vehicle by which individuals make their needs known, impart knowledge to others, make a contribution to the common good, and negotiate and compromise differences. These skills are fundamental to success in building and maintaining personal and social relationships.

The student will be able to

PS3.1: Demonstrate effective verbal and nonverbal attending skills such as eye contact, posture, and verbal following.
PS3.2: Reflect and paraphrase the content of another's communication.
PS3.3: Discriminate between open and closed questions.
PS3.4: Demonstrate appropriate use of open and closed questions in an interpersonal interaction.
PS3.5: Label and reflect accurately the feelings of another.
PS3.6: Demonstrate an attitude of respect and nonjudgment toward the feelings and beliefs of others.
PS3.7: Demonstrate appropriate self-disclosure in an interpersonal interaction.
PS3.8: Confront and challenge an interpersonal interaction.

PS3.9: Summarize the content and feelings of another in an interpersonal interaction.
PS3.10: Give and follow directions.

Goal PS4.0: Master social and interpersonal skills.

We live primarily in a social world. Effective performance, whether it be in school, at work, in the family, or in the community, requires mastery of knowledge and skills to negotiate this social world. In addition, successful social interaction requires the abilities to manage our own emotions, impulses, and behaviors. This goal addresses these social skills and self-management competencies.

The student will be able to

PS4.1: Take turns, share, and cooperate in the service of accomplishing group goals.
PS4.2: Express empathy and compassion for the feelings of others.
PS4.3: Explain the difference between assertive and aggressive interpersonal behavior.
PS4.4: Respond assertively, but nonaggressively, to negative and/or provocative responses from others.
PS4.5: Demonstrate effective stress management strategies when confronted with situations that produce tension, frustration, and anger.
PS4.6: Explain the meaning of fair play in social relationships.
PS4.7: Maintain his or her autonomy and personal integrity while participating in group activities and games.
PS4.8: Explain the ethical principles that underlie and guide personal and social behavior.
PS4.9: Function effectively as a social-group member.
PS4.10: Function effectively as a work-group member.

Goal PS5.0: Develop constructive strategies and skills for managing personal and social conflict.

Conflict and problems are a reality of life. They make life interesting and aggravating at the same time. The person who accepts them as facts of life will tend to face the problems, generate various alternate solutions, and persist until some satisfactory degree of resolution is achieved. On the other hand, the person who fights the existence of problems as unfair and unreasonable intrusions will tend to deny, avoid, blame, and procrastinate. This goal focuses on the development of a realistic and constructive attitude toward interpersonal problems and conflict in students' lives. In addition, it targets the development of knowledge and skills that will facilitate effective conflict resolution in personal and social situations.

The students will be able to

PS5.1: Recognize the existence of problems and conflict in everyday life.
PS5.2: Explain the relationship between personal expectations and interpersonal conflict.
PS5.3: Identify sources of conflict in interpersonal situations.
PS5.4: Describe the connection between frustration and aggression in interpersonal conflict.
PS5.5: Demonstrate impulse control during interpersonal conflict.
PS5.6: Discriminate between problems that belong to oneself and problems that belong to others.
PS5.7: Demonstrate the ability to apply a problem-solving strategy in resolving interpersonal problems.
PS5.8: Identify opportunities for negotiation and compromise in personal conflicts.
PS5.9: Apply a mediation strategy to help resolve conflicts between others.

Goal PS6.0: Develop a respect for cultural and human diversity.

The economic and social world is steadily shrinking as a result of air travel and the advances of information technology. Increasingly, citizens and workers of the twenty-first century must possess the perspective and skill to function effectively in a global social and economic environment. An appreciation of individual, social, and cultural diversity and an ability to relate to and communicate with people who possess different characteristics, customs, and beliefs from our own are crucial to this success. This goal attempts to address the attitudes, beliefs, and skills that will contribute to an acceptance of individual differences and to multicultural effectiveness.

The student will be able to

PS6.1: Identify the customs and expectations of his or her culture and the cultures of others.
PS6.2: Identify differences between self and others based on gender, disability, religion, and culture.
PS6.3: Express pride in his or her family and cultural traditions.
PS6.4: Demonstrate respect for the customs, expectations, and traditions of individuals with different backgrounds.
PS6.5: Explain how understanding and appreciating differences in heritage can help in the development of positive self-concepts and social relationships.
PS6.6: Relate effectively to others based on differences in ethnic, cultural, religious, and other group memberships.
PS6.7: Discuss how individual and cultural differences among people can contribute to the enrichment of the whole group.
PS6.8: Demonstrate an awareness of his or her own biases, prejudices, and stereotypes

regarding gender, ethnic, cultural, and religious differences as well as individual differences.

PS6.9: Evaluate the effects of his or her own biases, prejudices, and stereotypes on self and on relationships with others.

PS6.10: Describe conflicts resulting from gender and culture-related beliefs and biases.

PS6.11: Analyze and evaluate his or her own comfort in associating with individuals from different cultures and ethnic backgrounds.

PS6.12: Evaluate how prejudicial actions that one has observed are hurtful to others.

Goal PS7.0: Acquire effective problem-solving and decision-making skills for resolving personal and social dilemmas.

The complexities of modern social life require that citizens possess the ability to identify accurately problems that commonly arise in social systems and the skills necessary to solve them. Citizens should also be able to make sound and reasoned decisions about personal behavior. Through this goal, the student development curriculum attempts to build a foundation of problem-solving and decision-making skills that will serve students during their school years, as well as in adult life.

The student will be able to

PS7.1: Identify personal and interpersonal problems in his or her own life.

PS7.2: Demonstrate sensitivity to verbal and nonverbal cues in perceiving problems in a social situation.

PS7.3: Perceive and correctly interpret the actions and needs of other people.

PS7.4: Develop a series of alternate courses of action in response to an identified problem.

PS7.5: Identify the consequences associated with alternative courses of action considered in response to an identified problem.

PS7.6: Provide a rationale for a chosen course of action as most appropriate when compared to alternative courses of action.

PS7.7: Select an effective course of action from two or more alternatives in response to an identified problem.

PS7.8: Evaluate the effectiveness of a selected course of action in response to an identified problem.

Goal PS8.0: Develop healthy lives and communities.

Communities are dependent upon productive, healthy citizens. When a community shows signs of decay, disrespect, and a lack of pride by its members, then all citizens are in jeopardy. When signs indicate strong and energized neighborhoods with dynamic and active citizens

participating in building a healthy future, then young people take pride in their community and look forward to being involved in enhancing their own and their community's growth.

The student will be able to

PS8.1: Know and discuss common health problems in society.
PS8.2: Recognize positive effects of living a healthy life on self and society.
PS8.3: Know and demonstrate how exercise, nutrition, positive attitudes, and personal living habits can affect one's life and community.
PS8.4: Recognize high-risk behaviors and pressures that contribute to unhealthy social activities.
PS8.5: Indicate a knowledge of the value of wellness and prevention strategies related to the threats against health.
PS8.6: Cite and describe the long-range consequences of abusive behaviors.
PS8.7: Know available school and community resources that promote health and help those in need of assistance.
PS8.8: Give examples of prevention strategies related to the problems of abuse and potential harm.

Task Analysis: Translating Student Development Goals into Learning Activities

A sample Task Analysis of Personal and Social Development Outcome PS5.5 is provided in Figure 3. This sample demonstrates the process steps involved in translating a student outcome objective into a learning experience for students. For example, the outcome objective "Demonstrate impulse control during interpersonal conflict" is broken down into three separate components (first-order objectives). Next, tasks (second-order objectives) or activities for students to perform are specified. These tasks will facilitate the accomplishment of the desired outcome.

Developing an outcome objective in this manner requires some knowledge of the domain under consideration (e.g., conflict management skills) as well as the age and performance level of the students involved in the learning experience. In Figure 3, we have attempted to sketch out first- and second-order objectives that would span elementary, middle, and secondary students.

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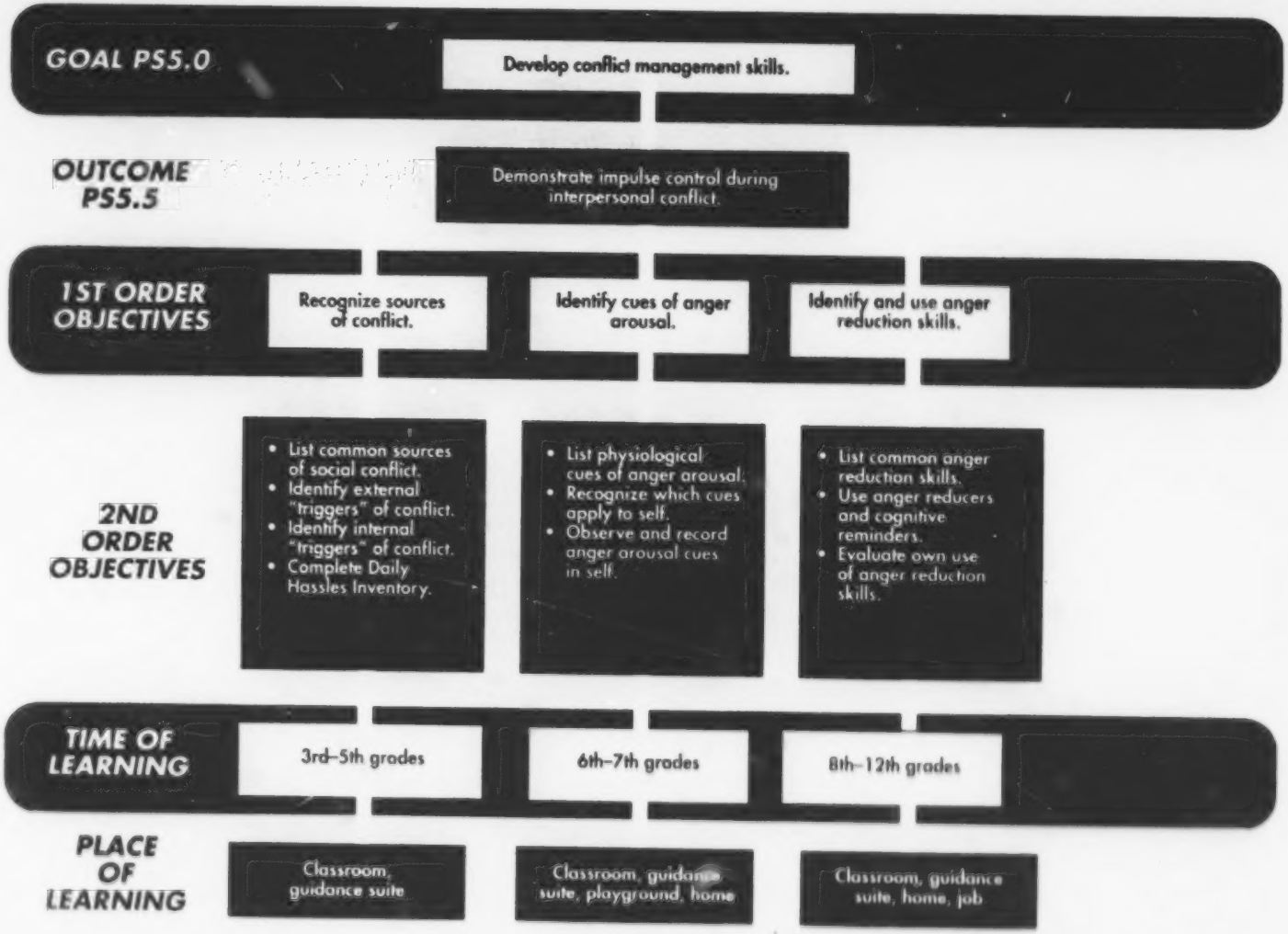
Figure 3. Task Analysis of Personal and Social Development Outcome PS5.5


GOAL PS5.0
Develop conflict management skills.
OUTCOME PS5.5
Demonstrate impulse control during interpersonal conflict.
1ST ORDER OBJECTIVES
Recognize sources of conflict.
Identify cues of anger arousal.
Identify and use anger reduction skills.
2ND ORDER OBJECTIVES
• List common sources of social conflict.
• Identify external "triggers" of conflict.
• Identify internal "triggers" of conflict.
• Complete Daily Hassles Inventory.
• List physiological cues of anger arousal.
• Recognize which cues apply to self.
• Observe and record anger arousal cues in self.
• List common anger reduction skills.
• Use anger reducers and cognitive reminders.
• Evaluate own use of anger reduction skills.
TIME OF LEARNING
3rd–5th grades
6th–7th grades
8th–12th grades
PLACE OF LEARNING
Classroom, guidance suite
Classroom, guidance suite, playground, home
Classroom, guidance suite, home, job

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Goal 3 of *Blueprint 2000* has specified 10 student performance standards for all Florida public school students. The following chart presents a matrix of the 8 student development goals for personal and social development by the 10 *Blueprint 2000* student performance standards.

Matrix 4.

Matrix of Student Development Goals for Personal and Social Development by Blueprint 2000 Student Performance Standards

Student Development Goals for Personal and Social Development

Blueprint 2000 Student Performance Standards	1. Personal Responsibility	2. Positive Self-Appraisal	3. Communication Skills	4. Social Skills	5. Conflict Management Skills	6. Cultural Diversity	7. Problem-Solving Skills	8. Health Maintenance		
1. Using Information							✓	✓		
2. Effective Communication			✓	✓						
3. Analyzing Numeric Data		✓						✓		
4. Problem Solving			✓		✓		✓			
5. Responsibility & Self-Management	✓	✓			✓		✓	✓		
6. Resource Management										
7. Analyzing Systems										
8. Teamwork	✓	✓	✓	✓	✓	✓	✓			
9. Expressing Feelings & Ideas		✓	✓	✓	✓					
10. Appreciating Cultural Diversity	✓			✓		✓				

STUDENT DEVELOPMENT PROGRAM CURRICULUM

Community Involvement Domain

SUMMARY OF GOALS FOR COMMUNITY INVOLVEMENT

Goal CI1.0: Understand and enhance the community.
Goal CI2.0: Develop and participate in community volunteer service projects.
Goal CI3.0: Develop a sense of community pride.
Goal CI4.0: Appreciate the role of community workers and helpers.

Purpose

To promote and encourage community pride and well-being through personal involvement.

Rationale

Goals related to community understanding, well-being, and pride are common to a student development curriculum. They focus on how people function and live in a community. There is an emphasis on taking responsibility for living healthy and productive lives, which implies creating a safe, friendly, and supportive community. The curriculum goals are pervasive from prekindergarten to postsecondary school years, and each developmental age presents related challenges and desired student outcomes. Students develop an awareness of themselves as responsible and productive members of their community. There is an appreciation for the community as an active partner and stakeholder in promoting school success and productive citizenship.

(Performance indicators related to the attainment of each outcome can be found in Appendix A.)

Student Outcomes

Goal CI1.0: Understand and enhance the community.

This goal stresses community involvement. Students identify how their attitudes and behaviors affect a community, often determining whether one is proud or embarrassed about school or neighborhood surroundings. They learn how they can be valuable community resources. Students become familiar with community characteristics, including those aspects that inspire pride. They learn how school and community are partners in the education of youth and share in the common good of the community. There is also an understanding of school as community. The following outcomes are representative of those that help students achieve a greater understanding and enhancement of their communities:

The student will be able to

CI1.1: Demonstrate positive attitudes toward community.
CI1.2: Visualize and describe self as a responsible and productive community member.
CI1.3: Take a part in activities that build a sense of pride in his or her community.
CI1.4: Form positive working and learning relationships with respected and productive citizens in the community.
CI1.5: Know and identify concepts and skills related to good citizenship.
CI1.6: Know resources available in the community that support personal and social well-being.

Goal CI2.0: Develop and participate in community volunteer service projects.

Communities are dependent on volunteers who devote talent, time, and energy to community service projects. They help meet the needs of the community. Through their participation in service projects, students enhance the community and themselves. Positive attitudes and community pride are highlighted. The following outcomes are representative of those that help students become positive contributors in their communities:

The student will be able to

CI2.1: Describe the value and benefit of volunteering for community service.
CI2.2: Identify community needs and interests.
CI2.3: Know and identify ways in which young people can help make their schools, neighborhoods, and communities a better place to live and work.
CI2.4: View and describe self as a valuable contributor to safe, friendly, and productive communities.
CI2.5: Participate in voluntary community service projects that involve an application of knowledge and skills learned in school.
CI2.6: Describe and discuss the value and satisfaction of helping others through community service projects.

Goal CI3.0: Develop a sense of community pride.

A sense of community pride is a viable goal that emphasizes a knowledge of community resources, events, and history. It involves a recognition of community strengths. As students take more pride in their community, they can take greater pride in being academic achievers in that community.

The student will be able to

CI3.1: Demonstrate a sense of community pride.
CI3.2: Give examples of achievements by community members that foster community pride.
CI3.3: Describe the positive strengths of a community.
CI3.4: Trace the history and development of his or her community.

Goal CI4.0: Appreciate the role of community workers and helpers.

There are many people who make up a community. Some have jobs and responsibilities that focus on the well-being of the community. Students and their parents are dependent upon these community workers to help foster a healthy and productive living environment. Some representative outcomes that help students appreciate community workers and helpers follow.

The student will be able to

CI4.1: Give examples of the roles and functions of community leaders and workers.
CI4.2: Demonstrate an appreciation for community leaders, service providers, and volunteer helpers.

Goal 3 of *Blueprint 2000* has specified 10 student performance standards for all Florida public school students. The following chart presents a matrix of the 4 student development goals for community involvement by the 10 *Blueprint 2000* student performance standards.

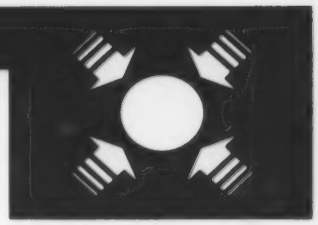
Matrix 5.

Matrix of Student Development Goals for Community Involvement by Blueprint 2000 Student Performance Standards

Student Development Goals for Community Involvement

Blueprint 2000 Student Performance Standards	1. Enhancing Community	2. Community Participation	3. Community Pride	4. Community Work Roles
1. Using Information	✓			
2. Effective Communication		✓		✓
3. Analyzing Numeric Data	✓			
4. Problem Solving	✓			
5. Responsibility & Self-Management	✓	✓	✓	
6. Resource Management		✓		
7. Analyzing Systems	✓		✓	✓
8. Teamwork	✓	✓		✓
9. Expressing Feelings & Ideas	✓			
10. Appreciating Cultural Diversity			✓	✓

SECTION IV



PROGRAM MANAGEMENT

SUMMARY OF PROGRAM MANAGEMENT

1. **Leadership/Administration**
2. **Finance**
3. **Training**
4. **Coordination**
5. **Service delivery**

Persons responsible for the program management of the student development program should be concerned with the following six interrelated domains: leadership/administration, finance, training, coordination, service delivery, and evaluation. Within each of these domains, standards of quality exist that provide guidelines for program administrators at the district and school levels. The management guidelines for the first five domains are described below. Those related to program evaluation are described in Section VII, pages 97–105. These guidelines may be used as a self-assessment checklist so that school and district personnel can examine how their programs and delivery of services can be improved. Each school and district will need to emphasize those guidelines that match the needs of their students and their school system.

Leadership/Administration

a. **School leaders in direct-line authority, superintendents, and principals have a vision for the program and can provide input into the design and administration of the activities.**
The design and implementation of the student development system is not the sole responsibility of student services administrators at the school district office or of the school-based practitioners at each school. School and district administrators responsible for academic and vocational instruction also set clear expectations for how the student development program will support and work in concert with the instructional program.

b. **There is a clear agreement on who is responsible for providing supervision to the various service personnel, including those agency personnel delivering school-linked services.**
These lines of supervision are communicated to field practitioners. Administrators who are responsible for supervision are trained in the special kinds of supervision techniques required for those who provide services, rather than instruction, to students and families. District and school student development program administrators utilize those versions of clinical supervision that are specifically designed for student services personnel.

c. **The certification and job descriptions of student development personnel match the assessment, counseling, consultation, and coordination activities required by the program, and the methods and instructions used for performance evaluation match the job description.**
As directions change for the student development program, the school district will need to examine the job description, formal and informal, of each of the student development program personnel: professional, paraprofessional, and clerical. These job descriptions need to be updated to reflect the priority activities and competencies required of each person delivering services. The performance evaluation procedures for these same personnel may also need to be revised so that the performance of student development personnel is judged by the knowledge, skills, and competencies needed to perform service functions, as opposed to functions required for classroom instruction.

Finance

a. **Administrators responsible for student development programs have an action plan for the development of new funding and resources that can be used to implement the program.**
With the combination of a focus on academic and vocational instructions and the scarcity of general revenue funds, district and school administrators responsible for student services need to schedule time to write the grants, create the partnerships, and seek new resources in order to build quality programs. The resource development activities should be coordinated with other efforts in the community, district, and school so those with the same mission are not competing for the same resources, unless it is according to plan.

b. **Districts and schools use multiple local, state, and federal funding sources to fund allocation of student development personnel.**
Many districts and schools are using a combination of funding sources to support student development personnel such as funds from District IDEA, Title I, Safe and Drug-Free Schools, and Carl Perkins. As changes in the FEFP occur, student development personnel who provide consistent, planned services to at-risk and disabled students may be able to generate FTE funding.

c. **School, community agency, and business partnership resources are pooled where it is cost effective to share funding for program materials, activities, and personnel.**
Districts and schools examine sharing the cost of student development personnel with agencies who share a common mission such as the private industry council, community colleges, and mental health providers. Materials such as kits, software, reference books, videos, and resource databases should be shared among schools, districts, and agencies.

Training

a. **The majority of the training provided to student development personnel is focused on the counseling, assessment, coordination, and consultation competencies they need to implement program activities.**
Training for student development personnel should be balanced between (1) information on policy and program procedures and (2) more comprehensive training to develop the hands-on skills. The skills being developed should be those needed to perform the functions required to reach identified student outcomes.

b. **Training and staff development is offered across discipline, agency, school, and district lines where there is a common need for knowledge, skills, or competencies.**
The student development training offered is open to those in the school/community who need the knowledge, skills, and competencies being taught (e.g., "Group Counseling Inservice" would be open to full-service school mental health counselors, occupational specialists, etc.—not just counselors). A schedule for staff development is jointly planned and communicated well in advance of the training dates. The cost for training is shared among those programs, schools, or agencies that sponsor participants.

c. **Long-range training plans for student development personnel are incorporated into the school district's required comprehensive staff development plan.**
Training plans to support the program and personnel should be multiyear plans that take into account new program personnel and the need for experienced personnel to refresh their skills. These are not stand-alone plans but are a part of the overall school district staff development plan. They are developed in partnership with local colleges and universities who have preservice training programs related to student development.

Coordination

a. **Student development program goals, activities, and services need to be coordinated at the district and school levels with other support programs.**
Many times these special support programs (such as student services, comprehensive health, dropout prevention, etc.) have goals, services, activities, and outcome measures similar to those described in this student development manual. Support programs often require the same district and school personnel to be on separate committees and teams that all provide some type of assistance and intervention. Many of the special programs also ask service personnel and teachers to take part in inservice programs on similar topics. The different curricula used as a part of each program require students to learn similar decision-making and social-development skills.

b. Those responsible for planning and coordinating the student development program should identify which support programs are involved in three broad types of services for the development of students: (1) prevention/developmental, (2) intervention/ remedial, and (3) crisis/emergency.

The chart illustrated in Figure 4 (on the following page) indicates the questions student development program coordinators in districts and schools should be able to answer in order to ensure efforts are not duplicated or wasted. The grid points out which support or special programs may need to be involved in the planning and coordination necessary to answer each question. In every district and school, other support programs unique to that community could be added to the grid. If these questions are answered first, in collaboration with other support program partners, it will save time and wasted effort. Those responsible for planning services and support programs at the district and/or school level should check those boxes where coordination needs to occur. Next, it would be important to decide how and when to involve and communicate with representatives from those programs. Once plans are developed and articulated, those partner programs initially involved would be informed so that they may adjust their goals and service delivery objectives accordingly.

STUDENT DEVELOPMENT PROGRAM COORDINATION CHART

English for Speakers of Other Languages	Career Development	Comprehensive Health Education	Dropout Prevention	Exceptional Student Education	Full-Service Schools	Safe and Drug-Free Schools	Itinerant Student Services	Title I: Basic and Migrant	Law Enforcement	
										PREVENTION/DEVELOPMENTAL SERVICES
										Which of the district or school improvement goals will be targeted?
										Which support program curricula should be used at which levels?
										What schoolwide programs and events should be organized to support the goals and curricula?
										How should prevention program curricula be correlated and integrated with each other and with the academic and vocational curriculum?
										Who should be involved in the planning and teaching of the curricula at each grade level/unit?
										How do we ensure efficient use is made of training time needed for teachers?
										INTERVENTION/REMEDIAL SERVICES
										What needs of the school community should be targeted for intervention services?
										How will teachers be involved and supported in intervention services?
										What intervention and assistance teams need to exist?
										Which person(s) at the school base is (are) responsible for coordinating all intervention services?
										How are caseloads or assignments for service personnel determined?
										How and when should we share information among school personnel and with school-linked services?
										How do we ensure efficient use is made of the training time needed for service personnel?
										CRISIS/EMERGENCY SERVICES
										For what types of crises and emergencies do we need to be formally prepared?
										What is the specific plan or procedure for each type or kind of crisis/emergency?
										How do we involve district and community agency personnel in the preparation and planning for response? For after care?
										What are the roles and responsibilities for school, district, and community agency personnel?
										How do we ensure efficient use of training time?

Figure 4. Student Development Program Coordination Chart

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Support programs sponsored by the state and/or federal government are found in every Florida school district. Smaller schools and districts may have an easier time coordinating programs where the contact for each program is the same person. In each district there may be other agencies and programs unique to that community that need to be considered when planning and coordinating support for children. The sample programs described below may help answer the program coordination questions posed in Figure 4. This listing should provide cues as to who should be at the table when the student development program is planned, funded, implemented, and evaluated.

- **Career Development**—Curricula, programs, and activities aimed at preparing students to enter a career and/or postsecondary education. These programs include counseling services, occupational specialist services, vocational and Tech Prep programs, and other school-to-work transition efforts.

- **Comprehensive Health Education**—Programs and curricula aimed at the healthy development of students, the prevention of students participating in risk-taking behaviors, and the adoption of a lifestyle that promotes wellness. These programs include instruction of curriculum by classroom teachers, counselors, health education teachers, and health services personnel.

- **Dropout Prevention**—Programs offered to students in grades 4–12 at risk of not graduating from school. Categories of programs include educational alternative, teen parent, and disruptive and youth services programs at both school sites and community sites. Juvenile Justice facilities and Second Chance Schools should also be included when coordinating services.

- **Exceptional Student Education**—Programs and services for students with 13 recognized disabilities. These services are delivered to students in consultative, part-time, full-time and residential placements. These services also include special resources for the assessment of students and the training of teachers.

- **Full-Service Schools**—Combination of services to students and families usually available in the community offered at or linked to a school site. The kinds of services included depend on the need of the community but often include health, mental health, and social work services.

- **Safe and Drug-Free Schools**—Curriculum programs and services aimed at the prevention of alcohol, tobacco, and drug use, the creation of safe school environments, and the prevention of violence. Programs also include training for school personnel in prevention and student assistance.

- **Itinerant Student Services**—Services that are usually based at the school district or county level and that serve a number of schools on a part-time basis. These services

typically include school psychology, school social work, and school health services. They provide consultation, counseling, assessment, and other interventions for students and families.

- **Title I: Basic and Migrant**—Combination of programs and support services to students who are behind in grade level in terms of achievement. Programs may be schoolwide depending on the needs of the school population. Also includes support efforts for parents.

- **Law Enforcement**—Services that provide security and protection for students, as well as classroom prevention programs aimed at preventing crime and abuse. Officers may be placed full or part time at schools to teach curricula aimed at building students' resistance to participating in drug use and crime. They also provide guidance and direction to at-risk youth.

Service Delivery

a. **Program activities are focused on the district and school improvement needs and goals.**
Those personnel responsible for designing the student development programs at the school and district levels do not conduct a separate needs assessment from that done in the school improvement process. The priorities for the student development program address the goals and needs already determined by district comprehensive planning and school improvement committees. Priority student development activities match the priority outcomes of the district and school.

b. **There are methods for the coordination of activities at the community, district, school, and individual student levels.**
An umbrella committee exists in the county or community representing many of the agencies concerned with students that facilitate interagency/collaboration and problem solving within the school district. The various school district categorical programs that effect the student development program are coordinated in terms of expectancies for program personnel, training schedules, and team operating procedures assistance. At each school, those students receiving special support and intervention have a case manager who is responsible for coordinating all the services and interventions for that student.

c. **Services provided are balanced between crisis, responsive, and developmental activities according to the student outcomes identified for the student development program.**
Student development personnel plan and schedule their time according to the activities that have been designed and agreed upon that will lead these student outcomes. Plans and schedules are shared with teachers and other service personnel. District and school administrators monitor these plans and schedules as they do those of other school personnel.

SECTION V

INTERVENTION STRATEGIES AND SERVICES

SUMMARY OF INTERVENTIONS

1. **Student interventions**
2. **Program interventions**
3. **School-to-work interventions**

Administrators, teachers, parents, counselors, and other student support service personnel will use a variety of interventions and provide a range of services to accomplish the student development program goals and student outcome objectives. Some interventions and services may require the skills and expertise of certified or licensed professionals; however, many interventions can be initiated by others involved in promoting program goals or student outcomes.

The accomplishment of program goals is crucial to achieving the mission of the student development program. Interventions and strategies will have an organizational or systems approach. For example, designing, administering, and collecting data from school climate surveys will help determine whether the school environment is as safe, friendly, and nurturing as it appears outwardly. This data can determine accountability as well as provide a basis for planning other intervention strategies to impact the school climate.

Concerning specific student needs, the preferred interventions are those that involve groups. Group interventions maximize time, energy, and resources. First-line interventions may involve large groups of students such as those in classrooms or other groups in the 10 to 25 number range. These large groups can be subdivided into smaller working groups when appropriate. Those students who have special needs and interests and are unable to respond well in large groups are, subsequently, identified for small group interventions. The next line of intervention might focus on individual or family activities and strategies. In the end, if a student's needs cannot be met through these steps, then district and community resources can be called upon for assistance through the school's referral procedures.

Finally, the transition of students from the school-based to the work-based environment is crucial to the ultimate goal of attaining productive employment and being contributing members of society. Consequently, the provision of work-based learning options will be an important aspect of any student development program.

In the following menu of interventions, interested and committed stakeholders are offered avenues for involvement in the student development program.

INTERVENTION STRATEGIES AND SERVICES

Intervention

A task, activity, or service initiated and performed by one or more of the stakeholders in the student development program. This task, activity, or service would facilitate the accomplishment of a student development program goal in general or a student-outcome objective in particular.

Student Interventions

- Classroom guidance
- Small/Large group guidance
- Teachers-as-advisors program (TAP)
- Career exploration program
- Family counseling
- Parent education groups
- Mentoring
- Individual counseling/tutoring
- Consultation
- Cooperative learning and practice groups
- Support groups (grief, divorce, bullying, etc.)
- Study and tutoring groups

Program Interventions

- Establishing school-based enterprises
- Developing career centers
- Creating and maintaining portfolios to include career planners
- Establishing management information system
- Conducting evaluation services
- Facilitating transitions
- Establishing work-based learning opportunities

These represent some of the more common interventions and services implemented in a student development program. With the school-to-work initiatives, emphasis is placed on integrating school-based learning and work-based learning. To better prepare students for life and the workplace, student development program personnel should become more involved in connecting school- and work-based learning experiences for all students. The following page outlines interventions that can enhance a school's efforts in school-to-work initiatives.

School-to-Work Interventions

Activities that can help counselors, occupational specialists, and other student development personnel to be actively involved in school-to-work transition efforts.

- Participate in work-based learning experiences outside of education to increase understanding of the changing workplace.
- Advise students about work-based learning options (see page 86).
- Assist in implementing a high-quality work-based learning program (see page 84 for key elements).
- Act as the liaison to business, industry, and labor to provide a greater understanding of issues facing students and schools.
- Teach students about the impact of total quality management (TQM) and the way companies posture themselves in the new economy.
- Encourage students to enroll in school-to-work programs as a means to help them earn their way through college at wages above minimum wage.
- Assist students in developing written career plans.
- Provide women and minorities with appropriate information regarding career and educational opportunities so they can explore nontraditional career options.
- Assist special populations in participating in school-to-work programs and in making the transition from secondary to postsecondary education and work.
- Provide students and teachers with current labor market information as well as occupational trends and projections.
- Integrate SCANS competencies into the student development curriculum.
- Teach student development in the classroom (or teach teachers) to build on the students' knowledge, skills, and abilities.

Ten key elements of a high-quality work-based learning program are

- Partners formally agree on the goals of the program and how to achieve them.
- Students have a structured learning plan for the worksite.
- Work-based experiences promote the development of broad, transferable skills.
- School-based activities distill and deepen the lessons of the work experience.
- Students' learning at the worksite is documented and assessed.
- The program prepares students to enter the workplace.
- Students receive ongoing support and counseling.
- The program provides orientation, training, and ongoing support to work and school staff.
- Administrative structures are established to coordinate and manage the worksite component.
- Mechanisms exist to ensure the quality of students' work-based learning experience.

Source: Learning Through Work: Developing and Implementing Quality Worksite Learning for High School Students by Susan Goldberger, Richard Kazis, and Mary Kathleen O'Flanagan.

Student development program personnel may not be totally responsible for developing a work-based learning program, but they should certainly participate on committees or teams working on these issues. Advising students of these options and assisting in the implementation of the program should be key roles for student development program personnel.

Work-Based Learning

Work-based learning is structured work-based activities that are integrated with classroom learning in order to provide benefits to both the employer and the student.

- Establish field-based learning experiences (see Figure 5 for schematic)
  - Service Learning (through volunteer work)
  - Job Shadowing
  - Workplace Mentoring
  - Cooperative Education (OJT)
  - Internship

- Establish apprenticeship experiences for at-risk students
  - Youth Apprenticeship (9–12)
  - Preapprenticeship (remediation of basic skills)
  - Adult Apprenticeship (secondary, GED, and adult)
  - Clinical or Field Experience Practicum

Work-based learning increases opportunities for students to connect school with the workplace. These experiences may be provided through a variety of avenues that bring the community into the classroom or students into the community. High school students do not always view their jobs and the skills obtained there as having any connection to academic learning or to school programs. To contribute to students' learning, work-based learning options must offer students the opportunities to apply academic skills, work with and learn from co-workers, work in teams, solve problems, and have their work performance evaluated.

The following pages list some work-based learning options and related strategies.

WORK-BASED LEARNING OPTIONS, PART 1				
OPTION	**Job Shadowing**	**Workplace Mentoring**	**Cooperative Education (OJT)**	**Internship**
POPULATIONS SERVED	K–12, adult	K–12, adult	9–12, adult	9–12, adult, K–adult
STRATEGIES	• Student teamed with a host in the workplace. • Primarily observational experience. • Exposure to workplace short-term. • Exposure to the nature of the work performed.	• Student teamed with workplace mentor. • Mentor models key workplace behavior. • Mentor counsels student regarding career. • Exposure to workplace.	• Reinforces classroom instruction. • Student currently or previously enrolled in a job prep program. • Training station related to job prep program. • Training plans, training agreements, student time sheets, and evaluation forms. • Paid employment.	• Exposure to the broad aspects of an industry related to the student's major. • Generally unpaid. • Workplace learning plan/weekly seminar/journal. • Rotation through a variety of skills requiring increasingly higher levels of knowledge.

Figure 5. Work-Based Learning Options with Related Strategies and Characteristics, Parts 1–3

WORK-BASED LEARNING OPTIONS, PART 2				
OPTION	**Youth Apprenticeship**	**Preapprenticeship**	**Adult Apprenticeship**	**Clinical or Field Experience Practicum**
POPULATIONS SERVED	9–12	Unemployed adults, high school dropouts, ex-offenders, including boot camp completers	Adult, secondary, and GED graduates	9–12, adult
STRATEGIES	• Students teamed with an individual in the workplace. • Student receives advanced standing in an occupation. • Specialized career track with specific technical competencies. • Progressive wage.	• Remediation of basic skills and employability skills. • Preparation of at-risk students for opportunities available in apprenticeship programs. • Subsidized learning. • Apprenticeable occupations registers by the Department of Labor.	• Selection process and journeyman status. • Specific technical competencies. • Progressive wage. • High-wage occupations. • Apprenticeable occupations registers by the Department of Labor.	• Standards generally regulated by law. • Predominately used in programs leading to licensure. • Unpaid learning. • Performance assessment required. • Industry qualified instructors. • Teacher/student ratio generally mandated by law.

WORK-BASED LEARNING OPTIONS, PART 3

OPTION	**Service Learning**	**School-Sponsored Enterprises**	**Supported Employment**
POPULATIONS SERVED	K–12	K–12, adult	Individuals with significant disabilities (9–adult)
UNIQUE CHARACTERISTICS	• School and community service as a practical application to learning. • Unpaid service. • Interdisciplinary and across age groups. • Preservice instruction/ preparation, postservice reflection.	• Student-centered and -operated enterprise. • Integrated curriculum. • Financially supported and/or self-supported. • Incorporates a business plan. • May be used as a precursor to internship.	• Place and training model for employability and job-specific skills. • Involves one-to-one training/ job coach. • Paid employment in community-based jobs. • High-wage occupations. • Intensive on-going support.

SECTION VI

PROGRAM DEVELOPMENT AND IMPLEMENTATION

SUMMARY OF PROGRAM DEVELOPMENT STEPS

A systematic, five-step process that includes the following components:

1. **Organize.**
2. **Plan.**
3. **Design.**
4. **Implement.**
5. **Evaluate.**

The program development and implementation process consists of five discrete steps that should be followed sequentially. These steps are

1. Organize.
2. Plan.
3. Design.
4. Implement.
5. Evaluate.

While following this five-step process will aid in the development of a coherent and well-organized program, it is important that local needs and circumstances be identified and taken into consideration. For example, a comprehensive student development program may be quite different in a large, urban Miami high school than in a small, rural high school in Union County. Some districts or schools may already have incorporated significant elements of a comprehensive program, while others may be just initiating the effort. Existing available resources may significantly affect the way the program is developed and implemented.

An outline of the program development process is presented with an identification of tasks to be accomplished at each step. This outline will be followed by an explanation of each step in the process.

Organize

a. **Establish a commitment to action.**
A commitment to action must be secured from those who hold positions of power and control in the district and in the school. For example, the superintendent, school board members, principal, head of the existing guidance program, and guidance staff must support the fundamental idea of change and the decisions needed to effect that change.

b. **Identify leadership for the program development effort.**
The leadership model should be inclusive and draw in members of the school staff, district administration, and community via a steering committee. This committee should be composed of the principal, counselors, teachers, student service specialists, parents, and district representatives, as well as community and business leaders.

c. **Develop support from the stakeholders.**
Indifference or active resistance can defeat reform efforts. On the other hand, a supportive and energized group of stakeholders who are concerned about the academic, social, and career development of the school's children can greatly enhance those efforts. Thus, the task of identifying stakeholders and generating their enthusiastic support is important to the success of the program development process. Enlisting the support of parents, teachers, and business and community leaders will significantly ensure the success of the program.

Plan

a. **Develop a statement of program values and mission.**
Program values and mission associated with this model have been articulated in earlier sections of this manual. The planning team must review these values and mission statements to determine if they are consistent with the values of the local school community and with the perceived needs of the school and its students. Each school should develop a statement of values and mission to reflect its particular circumstances and needs.

b. **Select program goals.**
Program goals should flow from the mission adopted for the student development program. Goals should be stated so that they are easily translated into measurable and quantifiable objectives. Section II specifies seven representative program goals that are consistent with the mission of a comprehensive student development program.

c. **Identify desired student outcomes.**
Envisioning the future in terms of student performance, achievement, and overall behavior sets the stage for the formulation of student outcomes. Without clear outcome expectations, it is difficult to move ahead with program design. Participation of a broad representation of stakeholders in this process ensures their later involvement.

d. **Assess school and student needs.**
Once program mission, goals, and general student outcomes have been established, the planning team should make an assessment of school and student needs. For example, the staff may wish to develop and implement a program with a developmental focus; however, an assessment of the school and students may reveal epidemic proportion crises in numerous areas of student needs and school environment. The assessment data helps the staff

develop realistic expectations, time lines, and strategies to move the school and its students from crises to the point where it benefits from a developmentally focused program. Needs assessments with student and staff surveys also are useful for this purpose. (Sample needs assessment instuments are found in Appendix C.)

e. **Assess the current program.**
The planners should also assess the current school guidance program to determine if there are sufficient resources and adequate program elements to accomplish the mission. Provider and consumer surveys and a resource analysis are assessment procedures that might be employed at this step.

f. **Identify need versus resource gaps.**
The data from tasks *d* and *e* identify gaps between what is and what could be. This data also permit an appraisal of the discrepancy between the current needs and the resources (e.g., staff, space, materials, equipment) to address those needs. As part of this step, student development staff may conduct a time and task analysis of the various duties and tasks that are critical to the accomplishment of program goals. In the process, they may identify some traditional duties that should be discarded and discover new tasks and responsibilities that must be assumed.

g. **Establish priorities.**
From these first five planning tasks, the student development staff is in a position to establish priorities from the most to least important issues to address in developing and implementing the program. The planning team may create a prioritizing grid that helps staff decide which desired program elements and services should be implemented first and which can wait until a later phase in development.

Design

a. **Develop program objectives.**
Representative program objectives (related to the seven program goals) have been specified in Section II. These objectives are only representative. Some may fit the needs of a particular district or school, while others may need revision or reformulation.

b. **Identify program performance indicators.**
To determine if program objectives have been accomplished, the planners should establish program performance indicators. Setting performance indicators increases accountability and the likelihood that solid data will exist to determine which aspects of the program have been effective and which have not. Sample program performance indicators are provided for each program objective in Section II.

c. Specify student development objectives.
The student development program should impact student knowledge, attitudes, values, and behaviors. To specify the nature of this impact, student development objectives and student outcome indicators must be identified. Focusing on outcomes versus process variables allows staff to answer the question: "Is the program producing the desired results for the students?" Representative student development objectives are presented in Section III.

d. Identify student outcome indicators.
Student outcome indicators can be found in Appendix A.

e. Identify program interventions and services.
The next step in the design process identifies interventions and services that can accomplish the program goals as well as the student outcome objectives. Tying specific services and interventions to specific objectives increases the likelihood that a desired outcome will be achieved. Too often in the past, traditional guidance programs have taken a "shotgun" approach by offering many well-intentioned services to address vaguely stated or nonexistent objectives. It is not surprising that these programs were unable to evaluate the impact of their services. Careful attention to this step allows a program to maximize its impact by focusing its valuable (but typically limited) resources on a limited and predetermined set of objectives. The key here is determining to which needs or objectives the program says "yes," and to which it says "no!" A review of some typical student and program interventions is reviewed in Section V of this manual.

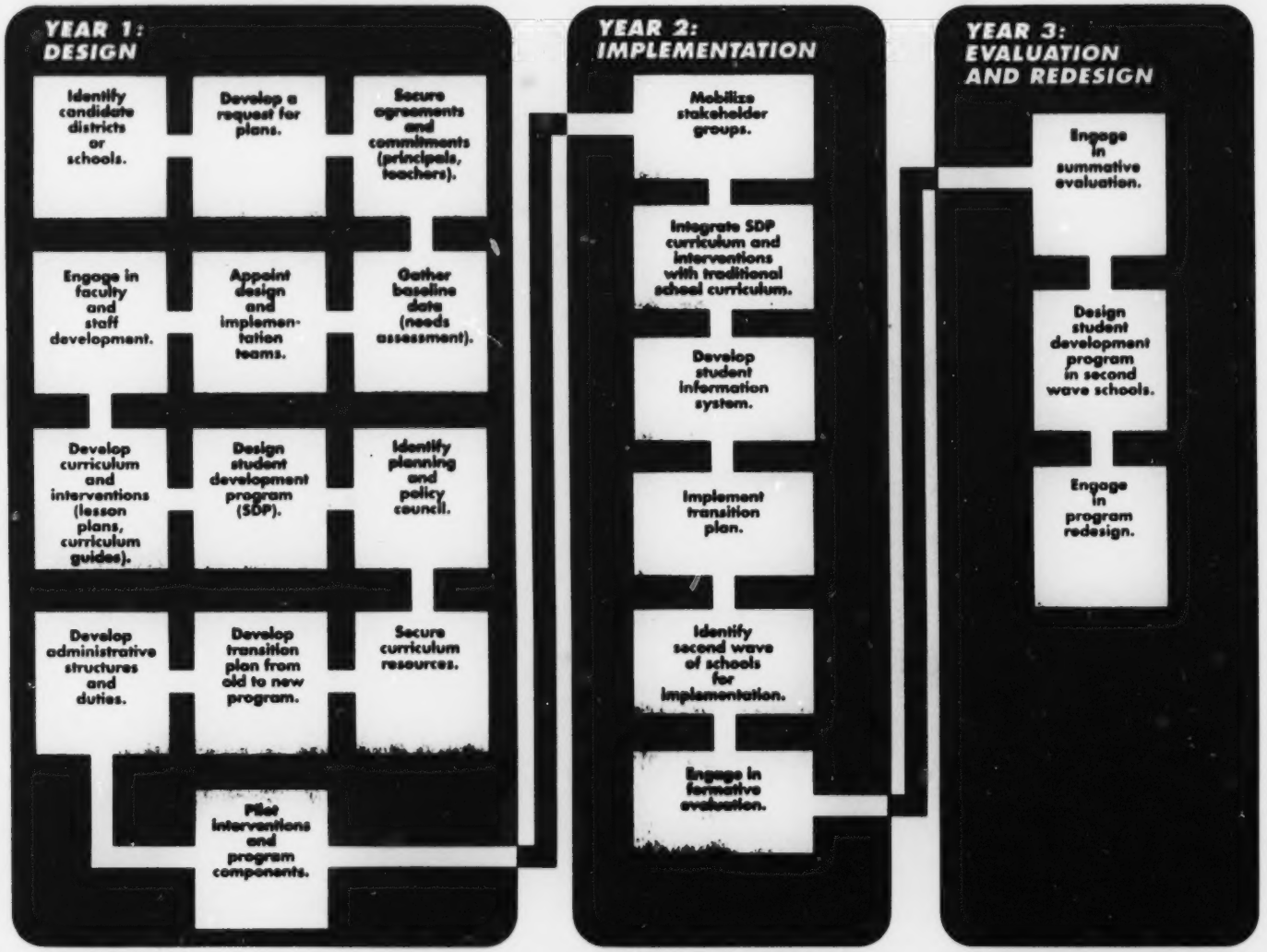
f. Assign program components.
Planners must establish the important program elements (related to program goals) and assign a staff member to take the leadership for each area. For example, program goal 1 addresses "actively participating in stakeholder groups. . . ." The program developers may organize a program element around this goal. It might involve a good bit of networking with teachers, parents, and community/business leaders, as well as serving as an active member of the school advisory council (SAC) and the school improvement team (SIT). The planning team would assign a member of the student development program this role and hold that person accountable for accomplishing the objectives associated with this element. Other program elements could be designed in conjunction with each of the seven program goals specified in Section III and staff personnel assigned the responsibility for accomplishing the objectives associated with each program element.

g. Disseminate program framework.
Once the planning team has agreed upon the philosophy, mission, program goals, student objectives, services/interventions, and staff responsibilities, they should disseminate a proposed program framework to a broad group of representative stakeholders for reactions. They can then use the results to revise and reformulate the framework and maximize support and stakeholder cooperation with the model.

h. Sketch a plan transition (flowchart) for the desired program.

Finally, the planning team should sketch out a transition plan that specifies steps and time frames for moving from the current program to the proposed student development framework. Such a program framework will probably require a three- to five-year time frame in which to fully implement the model. Thus, the transition plan may specify both short-term and long-term objectives and are implemented over the course of the anticipated transition time frame. Gysbers (1994), in his text on *Developing and Managing Your School Guidance Program*, proposed the use of a "plan of action" grid that specifies Major Tasks, Enabling Tasks, Person Responsible, Date to Be Completed, and Resources Needed. Such a device may be useful in executing this final step in the design process. The following flowchart (Figure 6) represents a tentative operational plan for the implementation of the student development program.

Figure 6. A Plan for Implementing a Comprehensive Student Development Program


YEAR 1: DESIGN
Identify candidate districts or schools.
Develop a request for plans.
Secure agreements and commitments (principals, teachers).
Engage in faculty and staff development.
Appoint design and implementation teams.
Gather baseline data (needs assessment).
Develop curriculum and interventions (lesson plans, curriculum guides).
Design student development program (SDP).
Identify planning and policy council.
Develop administrative structures and duties.
Develop transition plan from old to new program.
Secure curriculum resources.
Pilot interventions and program components.
YEAR 2: IMPLEMENTATION
Mobilize stakeholder groups.
Integrate SDP curriculum and interventions with traditional school curriculum.
Develop student information system.
Implement transition plan.
Identify second wave of schools for implementation.
Engage in formative evaluation.
YEAR 3: EVALUATION AND REDESIGN
Engage in summative evaluation.
Design student development program in second wave schools.
Engage in program redesign.

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Implement

a. Set priorities.
Criteria are important in prioritizing and determining which services and interventions are to be implemented first and which will wait until a later phase in the implementation cycle. A danger here is for the student development program staff to be lured or pressured into responding to immediate school emergencies and crises. Such a "demand-driven" response will probably derail the program from pursuing its mission and goals and keep it bogged down in a problem-response mode.

b. Initiate program components.
The next step is to actually install the initial program components. These should be the ones that are most central to the program's mission, hold the greatest promise for measurable impact, and draw upon the staff's greatest strengths.

c. Provide staff development for service providers.
A variety of stakeholders will participate in the delivery of interventions and services. Staff development and in-service training for these personnel is important to the effectiveness of the intervention and to the achievement of desired outcomes. For example, if a teachers-as-advisors (TAP) program is implemented, a series of in-service training workshops will be provided to those teachers who volunteer to participate. Such workshops will prove crucial to the success of the TAP program.

Evaluate

a. Formulate questions to be answered by evaluation.
The planning team should formulate questions for the evaluation process. These questions should relate to the accomplishment of program goals (Section II). Other important questions may relate to the overall issue of program effectiveness. At a minimum, the evaluation process should assess the design of the student development program, the effectiveness of the services and interventions, and the competency of the personnel delivering the interventions.

b. Design the evaluation strategy.
The design of the evaluation strategy should depend upon the purposes of the evaluation and the questions to be answered. For example, formative evaluations assist the staff in the continual design, development, and refinement of the comprehensive student development program. Summative evaluations address the end-point accomplishment of program goals. They provide accountability data based on the final determination of program effectiveness. A detailed explanation of the evaluation process will be addressed in Section VII.

c. Modify the program based on evaluation data.

Evaluation data should be a feedback loop that relates back to the organizing, planning, designing, and implementing steps of program development. For example, data may reveal that some important goals are not being achieved at the level desired. The student development program staff should carefully review these data. Committed stakeholders will then advance proposals to help attain the program goals at desired levels. Such a process keeps the program "reality based" and continually searching for ways to deliver the goals in an efficient, competent, and satisfactory fashion.

SECTION VII

PROGRAM EVALUATION

SUMMARY OF EVALUATION GOALS

Formative Evaluation

Goal 1.0: **Develop support from the stakeholders for the implementation of the student development program.**
Goal 2.0: **Engage in a formal planning process to establish the parameters and boundaries of the student development program.**
Goal 3.0: **Engage in the design of the student development program.**
Goal 4.0: **Implement the student development program.**
Goal 5.0: **Implement summative evaluation design.**

Summative Evaluation

Goal 1.0: **Participate as a member of the stakeholder group in producing program policies and procedures.**
Goal 2.0: **Integrate the student development program curriculum into the school environment.**
Goal 3.0: **Implement a student development curriculum in the areas of academic achievement, career development, personal/social development, and community involvement.**
Goal 4.0: **Facilitate transitions from home to school, school to school, and school to work or postsecondary education.**
Goal 5.0: **Design and organize a student information system for assessing student progress.**
Goal 6.0: **Promote a healthy learning environment.**
Goal 7.0: **Promote student performance through the provision of special services and interventions to students, parents, and school personnel in developmental, remedial, and crisis situations.**

An evaluation design is driven by key questions asked by stakeholders and program developers and implementers. These questions provide the focus for gathering data and making recommendations for school improvement. Since neither an actual implementation site has been identified nor a stakeholder team assembled to formulate key evaluation questions, the evaluation design presented here will be general and global. Nevertheless, any evaluation design must have key features that answer two fundamental questions.

1. To what extent is the program design and implementation strategy achieving its objectives according to the design plan?

This evaluation component determines the degree to which the enabling objectives, milestones, or benchmarks of the design and implementation are following the plan. This aspect of the evaluation is sometimes referred to as *formative evaluation.*

2. Once the student development program presented in this document has been implemented (or selected aspects of it), to what extent are the program goals and student outcomes attained?

   This component relies on the indicators of program and student performance to make judgments about the effectiveness and efficiency with which the goals and outcomes are being met. This aspect of the evaluation is sometimes referred to as *summative evaluation.*

Formative Evaluation

Information gathered for the formative evaluation is useful for making *en route* decisions pertaining to the development of the proposed student development program. It addresses the extent to which the program implementation goals are developing as planned. The program development and implementation goals and representative performance indicators are presented as follows:

Goal 1.0: Develop support from the stakeholders for the implementation of the student development program.

INDICATORS:

- Evidence that the stakeholders (e.g., principal, teachers, students, parents, business partners, school counselors) are committed to action (e.g., financial support, commitment of in-kind services and donated materials).

- Identification, approval, and assignments of individuals to leadership positions to perform specific program development tasks.

Goal 2.0: Engage in a formal planning process to establish the parameters and boundaries of the student development program.

INDICATORS:

- A written document specifying the mission statement, program goals, and intended student learning outcomes that is approved by the stakeholders.

- Evidence of a transition plan to realize the approved mission, goals, and student learning outcomes.
- Evidence of a strategy to inform all stakeholders of the program including appropriate district and state agency personnel.
- Gantt charts and flowcharts to coordinate the design, development, and implementation of the program.

Goal 3.0: Engage in the design of the student development program.

INDICATORS:

- Evidence of program objectives and performance indicators.
- Evidence of student development outcomes and performance indicators.
- Curricular interventions developed to achieve student learning outcomes.
- Duties and tasks assigned to persons responsible for attaining program objectives and facilitating student learning outcomes.
- A prepared staff development plan.

Goal 4.0: Implement the student development program.

INDICATORS:

- Staff support to develop and implement the program.
- A formative evaluation strategy for the attainment of program objectives and student learning interventions designed and implemented.
- Personnel assigned to implement the program adequately performing their roles.
- Implementation schedule of activities followed and reported to the stakeholders.
- Formative evaluation reports submitted periodically to the stakeholders.
- Results of the formative evaluation used for *en route* decision making.

PROGRAM EVALUATION

Goal 5.0: Implement summative evaluation design.

INDICATORS:

- Questions to structure the evaluation formulated by the stakeholders, program developers, and implementers.
- Measures of student performance developed.
- Data collection procedure formulated.
- Evaluation design approved by stakeholders.
- Results of summative evaluation periodically submitted to the stakeholders and used for developing the school improvement plan.

Summative Evaluation

As stated previously, the summative evaluation concerns the extent to which program goals and intended student outcomes are attained. The following are the program goals introduced in Section III of the student development program with representative indicators to provide information for decision making pertaining to school improvement.

Goal 1.0: Participate as a member of the stakeholder group in providing program policies and procedures.

INDICATORS:

- Records of attendance at SAC and SIT meetings.
- Written reports submitted and presented to SAC and SIT meetings.
- Introduction of cases of students and support data that represent broader curricular problems to SAC and SIT meetings.
- Written policy proposals introduced to SAC meetings.
- Records or minutes of annual case conferences with appropriate stakeholders.

Goal 2.0: Integrate the student development program curriculum into the school environment.

INDICATORS:

- Attendance at curriculum and intervention committee meetings as reflected in the minutes.
- Number of consultation meetings with teachers regarding the use of student development instructional materials and procedures in their teaching.
- Documented use of student development instructional materials by the teacher in regular classes.
- Annual report documenting the number of curricular units and guidance interventions experienced by each student.e
- Documentation of the relationships among the student learning outcomes of the student development program, *Blueprint 2000*, and the school improvement plan.
  [See matrices relating student development goals for academic achievement, career development, personal and social development, and community involvement with *Blueprint 2000* student performance standards: p. 44, p. 54, p. 63, p. 67.]

Goal 3.0: Implement a student development curriculum in the areas of academic achievement, career development, personal/social development, and community involvement.

INDICATORS:

- Evidence that a review of the student development curriculum by the stakeholders exists.
- Evidence that the formal delegation of responsibility for implementing the student development curriculum exists.
- A written record of student development topics in the four domains with student learning outcomes and examples of student performance indicators exists.
- Written records of the delivery of student development interventions by student outcome exist.
- Evidence of an annual evaluation of the student development curriculum by the stakeholders, i.e., the extent to which selected student outcomes have been attained.

PROGRAM EVALUATION

Goal 4.0: Facilitate transitions from home to school, school to school, and school to work or postsecondary education.

INDICATORS:

- Schedules, attendance records, and materials of entry and exit orientation meetings.
- Results of a satisfaction survey sent to recipients of student portfolios.

Goal 5.0: Design and organize a student information system for assessing student progress.

INDICATORS:

- Evidence of articulation agreements between schools employers (letters, memoranda, bulletins, catalogs).
- Reports of follow-up surveys sent to students, parents, and "consumers" of student portfolios, e.g., student development specialists, postsecondary admissions officers, and employers.
- Presentation of reports to the SACs as reflected in the minutes.
- Review of a sample of student portfolios against criteria established by the SAC.
- Presence of an on-line or batch computer data-processing system that can store and retrieve individual and group information.
- Release forms and limited access to passwords to protect individual information.
- Annual reports of aggregated student profiles available in the school media center that are accessible to stakeholders. Student profile data can be secured annually from the Florida Education Training Placement Information Program (FETPIP) and may include the following:
  - Educational status (vo-tech, community college, university, etc.)
  - Employment status (employed vs. nonemployed; locus of employment)
  - Special status (JTPA, prisons, welfare)
  - Employer opinion surveys
  - Certificates or degrees earned

- Issues related to identified student performance gaps presented to the SAC as recorded in the minutes.

Goal 6.0: Promote a healthy learning environment.

INDICATORS:

- A set of health indicators identified and selected for observation and measurement.
- An annual school climate survey with items pertaining to the student development program, curriculum, and racial and ethic harmony.
- Evaluation reports submitted and presented to the SAC with recommendations for improving in the school learning environment.
- Gaps in school performance and climate prioritized for the design of interventions included in the school improvement plan.

Goal 7.0: Promote student performance through the provision of special services and interventions to students, parents, and school personnel in developmental, remedial, and crisis situations.

INDICATORS:

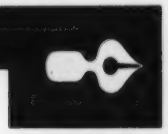
- Evidence of a differentiated staff of student development specialists who work together as a team with a school counselor serving as the coordinator.
- An annual written action plan with identifiable projects to carry out goals and objectives of the student development program.
- Financial resources are provided to enable the attainment of projects that reflect the goals and objectives of the student development program.

The data gathered from the indicators are used to document the attainment of the goals and objectives of the student development program. The results of the evaluation allow the stakeholders to judge the extent to which formative and summative program goals are being achieved. This information is used for the development of the annual school improvement plan.

APPENDICES

APPENDIX A

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES



ACADEMIC ACHIEVEMENT DOMAIN

SUMMARY OF GOALS FOR ACADEMIC ACHIEVEMENT

Goal A1.0: Understand and participate in a school environment.
Goal A2.0: Develop effective study skills.
Goal A3.0: Develop effective time-management skills.
Goal A4.0: Develop effective stress-management skills.
Goal A5.0: Understand attitudes and behaviors related to academic achievement.
Goal A6.0: Develop interpersonal and communication skills for successful learning.
Goal A7.0: Assess self and school success skills.
Goal A8.0: Set academic goals and make decisions that help attain those goals.

The following goals are common to a developmental guidance curriculum that is related to academic achievement. These goals pervade the school years (PreK–12), with each developmental stage and grade level presenting special challenges and desired outcomes. Readiness for learning is a factor to be considered. Some students learn concepts and skills at a faster pace than others or have different learning styles that affect their successes in school and influence the focus and delivery of the guidance. Skills emphasized in a guidance curriculum and related to academic achievement must be practiced and applied to be personally valued and integrated.

Each school and guidance staff must identify appropriate guidance goals and desired student competencies. The expected observable outcomes, indicators of success, and methods for measuring results should be evident.

(The specific student outcomes under each goal are not reiterated in this appendix. However, performance indicators correspond to the outcomes specified for each goal in Section II of this manual.)

Goal A1.0: Understand and participate in a school environment.

POTENTIAL INDICATORS:

The student will be able to

A1.1:
- Answer correctly questions regarding school procedures and regulations.
- Earn the description of a cooperative learner who participates in class activities on teacher progress reports.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

- Demonstrate that he or she has no (or a decrease in) records of discipline referrals related to student/teacher conflicts.

A1.2:
- Provide a written statement that indicates a positive or negative experience of transition between grades or schools.
- Cite examples of activities and people who helped him or her have a smooth and positive adjustment between grades or schools.
- Provide a favorable report, given an evaluation form related to activities and experiences with an orientation program.

A1.3:
- Given an evaluation form on how the student sees teachers and how teachers see the student, write words and phrases that reflect his or her working relationships with teachers.

A1.4:
- Explain the ways in which teachers and the school report student progress to students and their parents.
- Given a set of grades, compute a GPA (grade point average).
- Given a set of school records, identify and cite the number of class credits that have been gained.

Goal A2.0: Develop effective study skills.

POTENTIAL INDICATORS:

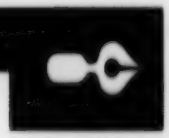
The student will be able to

A2.1:
- Given an assessment instrument, identify correctly those study skills and habits that are commonly recognized as highly related to school success.

A2.2:
- In a two-minute presentation, describe his or her most effective study skills and one or two areas that need improvement.
- Cite three effective study skills related to school success for each academic class.

A2.3:
- In a written essay or group discussion, describe a time when a study skill or habit led to success in an academic subject.
- Identify a nonacademic skill that took practice to master and then describe how this experience is related to learning an academic study skill or attitude.

A2.4:
- Given a list of occupations and work habits, match school study skills and habits with those related to success in the world of work.



A2.5: – In a written statement or group discussion, define the meaning of close and distant supervision and relate examples of instances when one is preferred over the other.

A2.6: – When given a set of written scenarios, demonstrate an understanding and appreciation for self-reliance and responsibility by discriminating between people who blame others, look for excuses, or deny responsibilities and those who accept responsibilities.

A2.7: – In a written or oral statement, describe a time when he or she tried something new and was unsuccessful.
– Identify the impact of this experience and apply it to the learning process.
– Take turns in a group discussion describing times when he or she felt unsuccessful or made a mistake and recovered.

A2.8: – In a written or oral statement, tell about a time when he or she felt personal satisfaction in completing a task.

Goal A3.0: Develop effective time-management skills.

POTENTIAL INDICATORS:

The student will be able to

A3.1: – Identify and cite times of the day and week when his or her academic tasks and assignments might best be completed and place these on a weekly schedule of events.

A3.2: – Write a weekly planning schedule that indicates periods of time marked for study and completion of homework assignments.

A3.3: – Identify and list common or routine duties and tasks other than school assignments and mark them on a weekly planning schedule.

A3.4: – Describe in writing or discussion the value of setting and monitoring goals and establishing time-management priorities.

A3.5: – After following a self-designed, time-management plan, evaluate its effectiveness in terms of productivity and academic performance.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

Goal A4.0: Develop effective stress-management skills.

POTENTIAL INDICATORS:

The student will be able to

A4.1: – List stressful school events and situations and then rate these situations in terms of intensity levels and ability to manage the stress levels.

A4.2: – Given a test of knowledge about the nature of anxiety, reach an acceptable performance level.
– Express orally or in writing reasons for developing stress-management skills.

A4.3: – Name and explain basic coping skills related to test anxiety and other school-related stresses.

A4.4: – Given a list of typical barriers that deter student learning, identify those that apply, rate them in terms of intensity, and cite at least one coping skill that can be used to reduce or counter the barrier.

A4.5: – List and discuss a set of strategies that can be used to counter barriers to school success.

Goal A5.0: Understand attitudes and behaviors related to academic achievement.

POTENTIAL INDICATORS:

The student will be able to

A5.1: – In a written paper or group discussion, describe the power of peer relationships and peer support, and identify desirable and undesirable peer pressures in terms of school success.

A5.2: – In a test of knowledge about motivation, demonstrate a knowledge of intrinsic and extrinsic pressures and rewards.
– Given a scenario, differentiate between internal and external pressures and rewards.

A5.3: – Given a set of cases or scenarios, demonstrate an awareness of how positive thinking increases the likelihood of success.
– Relate experiences of having negative thoughts while trying to complete a task and how those thoughts may be reframed in a positive expression.

A5.4: – Make a 3-minute presentation to others regarding the value of a motivation technique and how it is related to school success.

Goal A6.0: Develop interpersonal and communication skills for successful learning.

POTENTIAL INDICATORS:

The student will be able to

A6.1: – Given a list of high and low facilitative responses, identify those that are most effective in facilitating individual and group participation.

A6.2: – In both written and oral expression, describe the role of an effective group participant, give examples, and take an active part in cooperative learning projects.
– Critique his or her performance by describing in a group discussion or written journal actions that were taken and the impact they had on the group.

A6.3: – Provide written feedback to a classmate, complimenting the person on his or her action that helped make the class effective.
– Describe to a classmate what he or she did positively to affect the learning atmosphere of the class.
– Point out to a classmate something he or she does that detracts the class from learning.

A6.4: – In a small group or classroom discussion, rate those students, as well as self, in terms of ability to listen to others.
– Plot a histogram illustrating his or her participation in a group in terms of listening, asking questions, and encouraging others to share ideas.

Goal A7.0: Assess self and school success skills.

POTENTIAL INDICATORS:

The student will be able to

A7.1: – Cite classroom learning behaviors related to achievement and use a rating scale to describe himself or herself in terms of each behavior.

A7.2: – In a group discussion, relate to others two personal actions that contribute classroom success.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

- Listen carefully and record two personal actions, reported by two other classmates, that are seen as academic strengths.

A7.3:
- Given a list of 10 effective classroom learning behaviors, identify 2 that are strengths and 2 that need to be improved.

A7.4:
- After listing five words or phrases, describe how the teacher might see or describe him or her.
- Describe actions that he or she has taken that may have led the teacher to that conclusion.

A7.5:
- Given a list of desirable qualities of peer relationships, describe in written or oral expression how those qualities apply to current peer relationships.

A7.6:
- Given a list of words that are representative of positive and negative attitudes, mark those that apply to him or her, total the negative and positive words, and discuss the implications in a written paper or group discussion. (Teachers will be asked to mark the same list of words to describe the student's attitude for comparison.)

A7.7:
- Complete an interest inventory that identifies a core of interests.
- Complete an aptitude inventory that helps them identify personal abilities and skills.
- Write or give an oral summary of interests and aptitudes related to academic achievement.

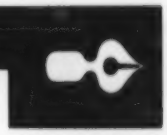
Goal A8.0: Set academic goals and make decisions that help attain those goals.

Potential Indicators:

The student will be able to:

A8.1:
- Identify, in writing, short-term academic achievement goals in terms of specific classes, across specific time frames (e.g., week, grading period, semester, year).
- Identify, in writing, long-term academic achievement goals in terms of grade point average, course of study desired, and relationship between chosen academic track and desired career track.

A8.2:
- Select, from a menu of available academic experiences, those courses that promote attainment of long-term goals identified in A8.1 (above).
- Select, from a menu of available co-curricular experiences, those that promote the attainment of long-term goals identified in A8.1.



A8.3:
- Present, in a flowchart, a sequence of courses that will lead to the attainment of long-term academic goals identified in A8.1.
- Present, in a flowchart, a sequence of co-curricular experiences that will lead to the attainment of long-term goals identified in A8.1.

A8.4:
- Maintain an assignment log for each class (homework, projects, tests, quizzes).
- Maintain a progress log for each class (grades on all tests, quizzes, assignments, projects, etc.).
- Calculate an accurate estimate of their performance (grade) in each class on the basis of data maintained in progress log.

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PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

CAREER DEVELOPMENT DOMAIN

SUMMARY OF GOALS FOR CAREER DEVELOPMENT

Acquire self-knowledge.

Goal C1.0: Develop a positive, stable, integrated self-concept as related to career problem solving and decision making.
Goal C2.0: Understand interrelationships among life roles and the world of work.

Acquire occupational knowledge.

Goal C3.0: Attain awareness of personal development and lifelong learning as related to productive, meaningful work.
Goal C4.0: Understand the relationship between school achievement and educational and career opportunity.
Goal C5.0: Understand how the needs of society and the structure of the economy are related to the nature of work.
Goal C6.0: Understand and use career information to solve career problems and make career decisions.

Develop career problem-solving and decision-making skills.

Goal C7.0: Acquire career problem-solving, decision-making, and planning skills.
Goal C8.0: Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process.

Develop employability skills.

Goal C9.0: Develop skills to enable one to seek, obtain, maintain, and change jobs.
Goal C10.0: Develop effective human-relations skills to enable positive and productive work relationships.

The following student outcomes are expressed in terms of exit-level knowledge, skills, and attitudes:

Goal C1.0: Develop a positive, stable, integrated self-concept as related to career problem solving and decision making.

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POTENTIAL INDICATORS:

The student will be able to

C1.1: – Score within the desirable range on a self-concept checklist of positive, self-descriptive adjectives.

C1.2: – Given an essay about a critical incident about a work situation, identify positive factors in the situation.

C1.3: – Given a list of school subjects, identify personal strengths and weaknesses among the subjects.

C1.4: – Given a list of occupations, identify those that are consistent with his or her interest to perform in that area.

C1.5: – Given a story or video about a work situation, explain how the character's self-image contributed to work performance.

C1.6: – In an interview, describe how a parent's, relative's, or neighbor's personal characteristics have affected achieving personal, social, educational, and career goals.

C1.7: – Given a tentative vocational choice, list strengths and weaknesses related to occupational training.

Goal C2.0: Understand interrelationships among life roles and the world of work.

POTENTIAL INDICATORS:

The student will be able to

C2.1: – List at least three reasons why career, family, and leisure activities are important to a person's mental, emotional, physical, and economic well-being, or give a brief description of their importance.

C2.2: – Given a list of three life-role options, list two advantages and disadvantages for each.

C2.3: – Write a brief scenario that includes at least four factors that have an impact in determining an individual's lifestyle.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

C2.4: – Make a brief (2–3 minutes) presentation that describes three ways in which work contributes to a balanced and productive life.

C2.5: – In a group discussion, cite at least three examples in which work, family, leisure, and spiritual life are interrelated and how they are integrated into his or her life.
– Point to at least two examples for these interrelationships in the lives of friends, family, or acquaintances.

C2.6: – Provide a written or oral definition of leisure.
– Describe at least three current leisure activities and relate how these activities contribute to the development of occupational skills.

Goal C3.0: Attain awareness of personal development and lifelong learning as related to productive, meaningful work.

POTENTIAL INDICATORS:

The student will be able to

C3.1: – In a written autobiographical statement, relate how prior learning has affected current work and how current learning is expected to impact future work.

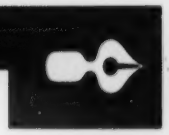
C3.2: – Convey, either in written or oral form, the way in which his or her attitudes, beliefs, abilities, and skills have contributed to his or her development and to current successful work performance.

C3.3: – Given an evaluation form, write words and phrases that reflect how personal maintenance skills and positive attitudes are important to job success.

C3.4: – Give an example of a plan that includes at least one tentative career goal and at least three strategies for managing current personal resources to achieve the career goal(s).

C3.5: – Cheerfully complete assignments in a timely manner.
– Put effort into the successful completion of assignments.
– Persist in working on assignments until completion at least 90% of the time.

C3.6: – Pose questions to gain an understanding of academic material, be prepared for academic assignments, come to class with the materials required for learning, complete assignments in a timely manner, engage in independent learning, and read for information at least 85% of the time.



C3.7: – Given a scenario regarding behaviors that maintain physical and mental health in the workplace, identify at least four of the behaviors discussed and give at least two examples from their personal life that exemplify this relationship.

C3.8: – Given an assessment instrument, correctly identify the steps in a career path and how lifelong learning contributes to the progression of the path.

Goal C4.0: Understand the relationship between school achievement and educational and career opportunity.

POTENTIAL INDICATORS:

The student will be able to

C4.1: – Given a list of different occupational levels, correctly identify the amount of education required for 90% of the levels.

C4.2: – Given a survey of occupations, explain how at least three skills that are taught in school are used in the occupations.

C4.3: – Write a paragraph that lists at least four personal and career goals and that explains how academic and vocational skills are expected to aid in the achievement of these goals.

C4.4: – Given the business section of the local newspaper, identify an employment trend and list at least two ways in which education and training will relate to the identified trend.

C4.5: – List three different college majors and describe the educational course of action that will be necessary to achieve the chosen major.

C4.6: – List at least four skills one has acquired in school that can apply to at least four separate occupations.

C4.7: – Provide a written statement of the advantages of developing occupational skills through volunteer experience, part-time employment, or extracurricular activities.
– Cite three examples from his or her personal life or from an acquaintance's.

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PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

Goal C5.0: Understand how the needs of society and the structure of the economy are related to the nature of work.

POTENTIAL INDICATORS:

The student will be able to

C5.1: – In a group discussion, give two ways in which societal, economic, and technological changes have impacted occupations.

C5.2: – Cite examples from the life of family, friends, or imaginary characters in which the change in supply and demand has affected workers.

C5.3: – On a test, correctly identify ways in which four disparate occupations have significance for society.

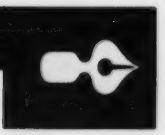
C5.4: – List at least three ways in which society's needs affect the supply of goods and services.
– Give at least one example from the local economy for each of the three ways.

C5.5: – Explain at least three ways in which the global economy has affected self, family, or community.

C5.6: – In a two-minute presentation or a written statement, relate how occupational and industrial trends impact training and employment.
– Cite at least two examples of occupational trends and give their significance to training and employment.

C5.7: – List four advantages and problems that relate to choosing nontraditional employment for both men and women.

C5.8: – Given a set of written scenarios about the changing career patterns of individuals (men, women, and various cultural groups), identify factors that have influenced the changes.



Goal C6.0: Understand and use career information to solve career problems and make career decisions.

POTENTIAL INDICATORS:

The student will be able to

C6.1: – Given lists of occupational duties, tasks, working conditions, educational and skill requirements, and desired personality traits, draw lines to illlustrate the connections among the items.

C6.2: – List two ways in which school, parents, friends, and community resources contribute to learning about occupational groups.

C6.3: – List at least five resources to utilize obtaining career information.

C6.4: – On a test, draw the Holland Hexagon, label appropriately, and correctly identify the type of career information and classification system found in the *Dictionary of Occupational Titles* (*DOT*) and the *Guide to Occupational Exploration* (*GOE*).

C6.5: – Given a scenario that presents a problem related to a need for career information, devise a plan for contacting individuals who could provide appropriate career information.

Goal C7.0: Acquire career problem-solving, decision-making, and planning skills.

POTENTIAL INDICATORS:

The student will be able to

C7.1: – In a two- to three-minute presentation, describe the way in which career choices are made.

C7.2: – List at least two tentative career goals.
– Sequentially list the steps necessary to find out which courses are appropriate for meeting these goals, how these steps might be carried out, and the appropriate courses that could be taken to meet these career goals.

C7.3: – Provide at least two examples from personal life or other areas (friends, television, etc.) that show how career development has been a series of choices.
– Describe how additional choices will affect future career development.

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PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

C7.4: – Write a scenario that exemplifies how decisions about education or work relate to other major life decisions, or make a two-minute presentation about these different decision areas.

C7.5: – Develop and write a plan that includes tentative decisions about careers and delineate which decisions must be acted upon in school to lead to work, or to change a work situation.

C7.6: – List skills necessary for entry-level employment or advanced training and the academic choices necessary to acquire these skills.

C7.7: – List the steps necessary to apply for and secure financial assistance.
– Identify three sources where this assistance may be available.

Goal C8.0: Develop the capacity for self-awareness and self-regulation in the career problem-solving and decision-making process.

POTENTIAL INDICATORS:

The student will be able to

C8.1: – Given a scenario that includes several career problems, identify the problems and explain how and why a career decision needs to be made.

C8.2: – List at least two strategies for solving career problems and making career decisions.

C8.3: – Correctly identify his or her personal stage in the career problem-solving continuum.
– List two ways to monitor his or her progress through the problem-solving stages.

C8.4: – On either a multiple-choice or fill-in-the-blanks test, correctly identify what kinds of and how much information is required to solve a career problem at the various stages of the decision-making process.

C8.5: – In a group discussion, acknowledge personal responsibility and commitment for making tentative educational and occupational choices.

C8.6: – Write or give an oral description of the impact that a career decision has made on their personal life situation.

C8.7: – Relate situations in the life of family, friends, or popular fictional characters in which work-related and career decisions personally affect others as well as self.

Goal C9.0: Develop skills to enable one to seek, obtain, maintain, and change jobs.

POTENTIAL INDICATORS:

The student will be able to

C9.1:
- List at least three sources for locating information about job openings.
- Interpret three examples that give information regarding job openings.
- List two ways to use the information found.

C9.2: – In a mock interview, demonstrate knowledge, verbalize attitudes, and show behaviors that would lead to a successful situation.

C9.3: – Provide a written resume and correctly complete a form for a job application.

C9.4: – List at least five sources of employment in the community.

C9.5: – On a test, correctly identify skills to assess occupational opportunities.

C9.6: – List at least three placement services that are available to help make school-to-school, school-to-work, and work-to-work transitions.

C9.7: – Write a paragraph that illustrates at least two reasons when job changes may require retraining and upgrading of employee's skills, as well as relocation.

Goal C10.0: Develop effective human-relations skills to enable positive and productive work relationships.

POTENTIAL INDICATORS:

The student will be able to

C10.1: – In role play, respond appropriately to others when under stress in the workplace.

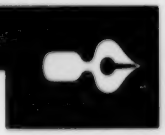
C10.2:
- Utilize educational feedback to improve performance.
- Relate at least three reasons why feedback is necessary to improve performance in the workplace.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

C10.3: – Write a paragraph in which a mythical character meets his or her personal needs through positive work relationships.

C10.4: – Demonstrate appropriate social skills in class and small group discussions.

C10.5: – Demonstrate appropriate interactions as both employer and employee during role playing of work scenarios.



PERSONAL AND SOCIAL DEVELOPMENT DOMAIN

SUMMARY OF GOALS FOR PERSONAL AND SOCIAL DEVELOPMENT

Goal PS1.0: Develop personal responsibility for his or her own behavior.
Goal PS2.0: Develop a positive estimation of his or her personal qualities and traits.
Goal PS3.0: Master effective communication skills.
Goal PS4.0: Master social and interpersonal skills.
Goal PS5.0: Develop constructive strategies and skills for managing personal and social conflict.
Goal PS6.0: Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.
Goal PS7.0: Acquire effective problem-solving and decision-making skills for resolving personal and social dilemmas.
Goal PS8.0: Develop healthy lives and communities.

Each school and student development program staff member is to identify goals appropriate to their local setting that will lead to students' advancement in their abilities to function as contributing citizens. The expected observable outcomes, indicators of success, and methods for measuring results should be evident.

Goal PS1.0: Develop personal responsibility for his or her own behavior.

POTENTIAL INDICATORS:

The student will be able to

PS1.1:
- List at least five major school rules and at least five major rules in each class.
- Provide a written or oral rationale for each rule when asked.

PS1.2:
- Identify the rewards (personal and group) associated with following the rules.
- Identify the consequences (personal and group) associated with violating school and classroom rules.

PS1.3:
- Identify five acceptable school and classroom behaviors and provide a rationale for acceptability.
- Identify five unacceptable school and classroom behaviors and provide a rationale for unacceptability.

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PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

PS1.4:
- Identify three personal attitudes (beliefs) about school and classroom rules.
- Explain the basis for these personal attitudes.
- Identify three personal feelings about having to follow school and classroom rules.

PS1.5:
- Identify three personal behaviors that result in predictable reactions from (a) peers and (b) authority figures.
- Identify three behaviors of (a) peers and (b) authority figures that result in predictable reactions from self.
- Explain, orally or in writing, the reciprocal nature of human relations that results in these predictable reactions.

PS1.6:
- Identify three personal variables that influence the violation of rules or acceptable social norms.
- Identify three social variables that influence the violation of rules or acceptable norms.
- Explain, orally or in writing, why these personal and social variables influence the violation of rules or acceptable social norms.

PS1.7:
- Identify three aspects of his or her own personal style that affects rule compliance.
- Identify three aspects of his or her own personal style that affects rule violation.
- Explain how one develops a habitual pattern of rule compliance or rule violation.

Goal PS2.0: Develop a positive estimation of his or her personal qualities and traits.

POTENTIAL INDICATORS:

The student will be able to

PS2.1:
- List at least three dimensions of self-concept (e.g., personal, social, academic).

PS2.2:
- List at least five examples of physical qualities, five examples of social qualities, and five examples of academic qualities.

PS2.3:
- Describe three unique personal, physical, social, and academic qualities.
- Explain, orally or in writing, how these qualities make him or her special.

PS2.4:
- Give three examples each of behaviors that demonstrate the qualities of responsibility, kindness, punctuality, and citizenship.

- Describe the consequences of behaviors that demonstrate these qualities.
- Explain why these traits are related to success.

PS2.5:
- Identify three personal qualities that are different from the qualities of other people.
- Explain how these differences are positive.

PS2.6:
- Express, orally or in writing, positive feelings about self.
- Converse with someone during which three positive feelings about self are expressed.

PS2.7:
- List 10 qualities of self (how I am).
- List 10 qualities of ideal self (how I would like to be).
- Explain what makes the two lists different.

PS2.8:
- Given a story about a student demonstrating positive behavior (in physical, social, academic, and/or work tasks), make inferences about the character's self-esteem.
- Given statements about a student with positive self-concept, name three possible reasons for such positive self-esteem.

PS2.9:
- Name at least three personal strengths for each of the following areas: physical, social, academic, and work.
- Name at least three personal weaknesses in the same areas.

PS2.10:
- Describe a strategy to correct identified weaknesses in the four areas and explain how to implement it.
- Describe a strategy to enhance identified strengths in the four areas and explain how to implement it.

Goal PS3.0: Master effective communication skills.

POTENTIAL INDICATORS:

The student will be able to

PS3.1:
- In a conversation, demonstrate an effective use of verbal attending skills (e.g., open-ended questions, verbal following).
- In a conversation, demonstrate an effective use of nonverbal skills (e.g., eye contact, posture).

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

PS3.2:
- In a conversation, accurately reflect and paraphrase the other speaker.
- Give a rationale for using reflecting and paraphrasing when communicating with someone.

PS3.3:
- Explain the differences between open-ended questions and closed-ended questions, including their effects on another's communication.
- Give an example of both types of questions.

PS3.4:
- Given clips from movies or television, accurately label the emotions of characters.
- Write a statement that accurately reflects these feelings.

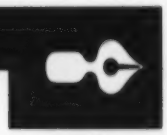
PS3.5:
- Explain what it means to be respectful and nonjudgmental of others' beliefs and feelings.
- Give an example of how to respond in a respectful manner when others have different feelings.

PS3.6:
- Describe the difference between appropriate and inappropriate self-disclosure.
- Give two examples each of appropriate and inappropriate self-disclosure.
- In a simulated conversation, demonstrate appropriate self-disclosure.

PS3.7:
- After viewing simulated conversations, identify examples of appropriate and inappropriate confrontation.
- In a simulated interpersonal interaction, demonstrate the ability to confront and challenge.

PS3.8:
- After viewing simulated conversations, identify examples of appropriate and inappropriate summarization.
- In a simulated interpersonal interaction, demonstrate the ability to summarize the content and feelings of another.

PS3.9:
- Give one example each of how to appropriately and inappropriately give directions.
- In a conversation, demonstrate the ability to give directions.



Goal PS4.0: Master social and interpersonal skills.

POTENTIAL INDICATORS:

The student will be able to

PS4.1:
- Identify three behaviors that represent a cooperative relationship between people.
- Demonstrate three cooperation skills (e.g., taking turns, offering help, sharing).
- Explain the consequences of cooperation on group behavior.

PS4.2:
- Explain what it means to express empathy for the feelings of others.
- After viewing simulated interpersonal interactions, accurately identify examples of compassion.
- Demonstrate expressions of empathy and compassion for the feelings of another in a conversation.

PS4.3:
- Define assertive behavior and aggressive behavior.
- After viewing interpersonal interactions, correctly identify whether behavior was assertive or aggressive.
- Explain the beneficial consequences of choosing assertive behavior over aggressive behavior.

PS4.4:
- After viewing simulated interpersonal interactions, give examples of how to respond assertively, but nonaggressively, to negative and provocative responses from others.
- Respond assertively to negative responses in simulated conversations.

PS4.5:
- Give five examples of constraints and boundaries imposed by adults or other authority figures.
- Give an explanation of how to exhibit impulse control for each example.
- Describe the benefits of exhibiting impulse control over other ways of reacting.

PS4.6:
- Name five situations that cause tension, frustration, or anger.
- For each situation, describe an effective stress-management strategy.
- Explain the positive consequences of stress management.

PS4.7:
- Explain the differences between fair play and foul play.
- Identify the consequences of violating the fair play norm.

PS4.8:
- Identify two common sources of peer pressure.
- Identify two common effects of peer pressure.
- Identify three personal feelings produced when peer pressure is exerted.
- Identify two ways to maintain personal control in the face of peer pressure.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

PS4.9:
- Name five ethical principles that guide personal and social behavior.
- Give three reasons why it is important to follow these underlying ethical principles.

PS4.10:
- Identify three characteristics of an effectively functioning group.
- Identify the various facilitative and nonfacilitative roles commonly played in social and work groups.
- Demonstrate facilitative roles (leader, contributor, follower, etc.) in simulated group interactions.

Goal PS5.0: Develop constructive strategies and skills for managing personal and social conflict.

POTENTIAL INDICATORS:

The student will be able to

PS5.1:
- Explain why differences among people in society are important.
- List three values of tolerance in dealing with interpersonal and group differences.
- List three consequences of intolerance.

PS5.2:
- Name three personal expectations and explain how these could lead to conflicts.
- After viewing simulated conflict situations, explain the relationship between expectations and conflict.

PS5.3:
- Name three sources of interpersonal conflict.
- Given stories with conflicts, accurately identify the sources of the conflicts.

PS5.4:
- Give two examples of how frustration and aggression lead to conflict in his or her life.
- Explain how frustration and aggression are connected to conflict.

PS5.5:
- Give three examples of types of problems encountered in interactions.
- Given simulated conflict situations, accurately label the types of problems.

PS5.6:
- Identify his or her contribution to an interpersonal problem.
- Describe the conditions under which a problem belongs to himself or herself and when it belongs to "others."

PS5.7:
- Name two courses of action that will probably defuse conflict.

- After reading a story with a problem, identify an effective strategy for resolving the problem.
- Explain how he or she applied a problem-solving strategy in resolving a personal conflict.

PS5.8:
- Apologize for contributing to a conflict and accept an apology from another contributor.
- Given simulated conflict situations, identify opportunities for compromise.
- After reading about a conflict, suggest a course of action that leads to compromise.

PS5.9:
- Name two situations in which mediation could be beneficial.
- Given a simulated conflict situation, describe how to apply a mediation strategy to resolve the conflict.

Goal PS6.0: Develop a respect for cultural and human diversity and an appreciation for different customs and expectations.

POTENTIAL INDICATORS:

The student will be able to

PS6.1:
- Name three customs of his or her own culture.
- Name three expectations of his or her own culture.

PS6.2:
- Name three cultures other than own.
- For each culture, name three customs and three expectations.

PS6.3:
- Express, orally or in writing, pride in his or her own family traditions.
- Express, orally or in writing, pride in his or her own cultural traditions.

PS6.4:
- In a conversation with someone from another culture, make three statements that demonstrate respect for the other's customs, expectations, or traditions.

PS6.5:
- Explain why it is important to understand differences in heritage and how it relates to social relations.
- Explain how appreciating differences can lead to the development of positive self-concepts.

PS6.6:
- In a group interaction with people from different cultures, converse appropriately about cultural membership for at least five minutes.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

PS6.7: – Name three ways that cultural differences among people contribute to the enrichment of the whole group.

PS6.8: – Name three personal effects from stereotyping.
– Name three effects stereotyping has had on his or her relations with others.

PS6.9: – List five types of conflicts that result from culture-related beliefs and biases.

PS6.10: – On a 10-point scale, rate his or her comfort level in associating with individuals from different cultures and explain the reasons for the level.

PS6.11: – List three prejudicial actions one has observed towards others.
– Describe the hurtful results of these behaviors.

Goal PS7.0: Acquire effective problem-solving and decision-making skills for resolving personal and social dilemmas.

POTENTIAL INDICATORS:

The student will be able to

PS7.1: – Name five personal and social problems experienced.

PS7.2: – When watching group interactions, identify at least two appropriate verbal and nonverbal cues.
– Identify an inappropriate verbal and nonverbal cue.

PS7.3: – Correctly identify the actions of three other students in class and correctly interpret the needs represented in those actions.

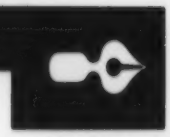
PS7.4: – After viewing a simulated interpersonal dilemma, identify the problem and develop three courses of action in response.

PS7.5: – List at least two consequences for each course of action.

PS7.6: – For each course of action, list the positive and negative aspects.
– Select the most effective alternative.

PS7.7: – Explain the rationale for choosing a course of action as the most effective.

PS7.8: – Rate the effectiveness of the preferred course of action on a 10-point scale.



Goal PS8.0: Develop healthy lives and communities.

POTENTIAL INDICATORS

The student will be able to

PS8.1: – Given a list of common health problems in society, identify those that are the most serious threats to people in his or her community.

PS8.2: – List and discuss the positive aspects of living a healthy life on self and society.

PS8.3: – Provide (a) a list of times when involved in exercise and (b) a chart documenting nutritious eating habits.

PS8.4: – Given a list of activities, identify high-risk behaviors and pressures that contribute to unhealthy social activities.

PS8.5: – In an oral or written presentation, describe the value of wellness and cite prevention strategies related to the threats against health.

PS8.6: – Given a set of scenarios, cite and describe the long-range consequences of abusive behaviors that are observed.

PS8.7: – Describe to others some available school and community resources that promote health and help those in need of assistance.

PS8.8: – Identify four prevention strategies related to problems of abuse.

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PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

COMMUNITY INVOLVEMENT DOMAIN

SUMMARY OF GOALS FOR COMMUNITY INVOLVEMENT

Goal CI1.0: Understand and enhance the community.
Goal CI2.0: Develop and participate in community volunteer service projects.
Goal CI3.0: Develop a sense of community pride.
Goal CI4.0: Appreciate the role of community workers and helpers.

Goals related to community participation and involvement are common to a student development curriculum. They focus on service to the community. Taking responsibility for creating a safe, friendly, and supportive community leads to personal and community pride. These goals are pervasive throughout the prekindergarten to postsecondary school years and each developmental age presents related challenges. Students develop an awareness of themselves as responsible and productive members of their community. There is appreciation for the community as an active partner and stakeholder in promoting school success and productive citizens.

The potential indicators listed under each goal are representative. Each school and guidance staff must identify other appropriate goals and potential indicators with expected observable outcomes or indicators of success and methods for measuring results.

Goal CI1.0: Understand and enhance the community.

POTENTIAL INDICATORS:

The student will be able to

CI1.1: – Given a written inventory, demonstrate positive attitudes toward community.

CI1.2: – Given an inventory of adjectives about self and community, describe himself or herself as a responsible and productive community member.

CI1.3: – List, describe, and critique participation in school and out-of-school activities that build a sense of pride in community.

CI1.4: – Describe in written or oral reports incidents in which positive working and learning relationships with respected and productive citizens in the community were formed.

CI1.5: – List and describe concepts and skills related to good citizenship.

CI1.6: – Cite resources available through the community.
– Given a list of available community helping resources, describe related purposes and goals of each.

Goal CI2.0: Develop and participate in community volunteer service projects.

POTENTIAL INDICATORS:

The student will be able to

CI2.1: – Describe the value and benefit of volunteering for community service in an oral or written statement.

CI2.2: – List and discuss qualities that make a community a better place to live.

CI2.3: – List ways in which young people can help make the schools, neighborhoods, and community a better place to be.

CI2.4: – Given an inventory of self-assessment, describe self as a valuable contributor to safe, friendly, and productive communities.

CI2.5: – Cite times when he or she participated in voluntary services to the community that involved an application of skills learned in school.

CI2.6: – Demonstrate a knowledge of skills related to good citizenship on a test of skills related to good citizenship.

CI2.7: – Discuss the value and satisfaction of helping others through community service projects in written or oral presentation.

Goal CI3.0: Develop a sense of community pride.

POTENTIAL INDICATORS:

The student will be able to

CI3.1: – Demonstrate pride in school and community through oral and written statements.

PERFORMANCE INDICATORS OF STUDENT OUTCOME OBJECTIVES

CI3.2: – Cite and discuss examples of achievements by community members that foster community pride.

CI3.3: – Name and list positive strengths of a community.

Goal CI4.0: Appreciate the role of community workers and helpers.

POTENTIAL INDICATORS:

The student will be able to

CI4.1: – Give examples of the roles and functions of community workers.
– Given a written inventory of events, identify those community roles and functions present in his or her community.

CI4.2: – Write a letter showing appreciation to community workers and helpers.

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Domain 1: Academic Achievement

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